Year 5 & 6 Overview – Autumn Term 2026

English

This term our writing will be based around an award winning advert based on 'The Three Little Pigs' and the book ' Grimm Tales for Young and Old' by Phillip Pullman:

During the first half term the children will have opportunities to explore journalistic writing by identifying viewpoint and bias. They will look at other writing which requires a 'stance' or point of view portrayed from a particular angle, such as a diary, a defence case for a lawyer and balanced debate/discussion text. There will be opportunities for embedded grammar work throughout, in particular that of active and passive voice and the role these can play in reported events.

After half term they will analyse the language, characterization and common story structure across many fairy tales. Using Cinderella, they will make comparisons of many different versions of the same tale. They will write their own 'Grimm tale', using a balance of narrative and dialogue effectively to advance the action quickly.

They will also be using punctuation such as brackets, commas and dashes for extra information, learn how to organise information using headings, bullet points and tables, as well as how hyphens can be used to make meaning clear and avoid confusion.

Maths

Place value: Year 5 and 6 will be reading, writing and partitioning numbers up to 10,000,000. We will be counting through zero and comparing and ordering negative numbers. We will also explore Roman Numerals to 1,000.

Addition and subtraction: Year 5 will be adding and subtracting with numbers up to four digits and solving multi-step problems using formal written methods, while also using rounding to check answers.

Year 6 will be performing mental calculations with large numbers, solving multi-step problems involving all four operations, and developing fluency with addition and subtraction of numbers with more than four digits.

Multiplication and division: Year 5 will be multiplying numbers up to 4 digits by a one- or two-digit number and divide numbers up to 4 digits by a one-digit number using short division. They should also solve multi-step problems, use factors and multiples, and work with square and cube numbers.

Year 6 will be multiplying and dividing numbers with up to two decimal places by 10, 100, and 1,000, and use formal written methods for multiplication and division.

Fractions: Year 5 will compare, order, and simplify fractions with related denominators, converting between improper fractions and mixed numbers, and adding or subtracting fractions. They will multiply fractions by whole numbers, link fractions to decimals and percentages, and solve problems involving equivalences between fractions, decimals, and percentages.

Year 6 will be simplifying fractions using common factors, adding and subtracting fractions with different denominators, multiplying and dividing fractions. They will work with decimals up to three places, perform calculations involving multiplication and division with decimals, and apply fraction, decimal, and percentage equivalences to solve more complex problems.

Spellings to learn

These are taken from the National Curriculum Statutory Word List

Y5/6: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy

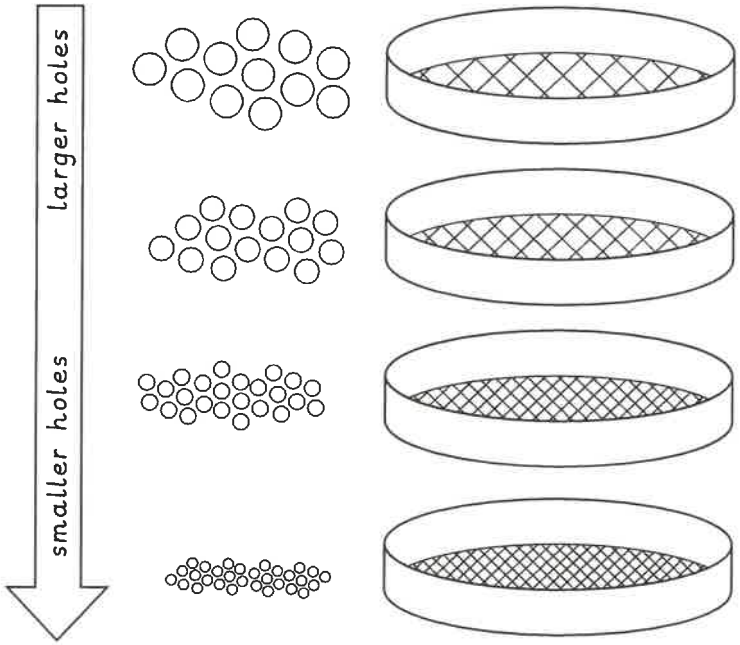
How to help at home

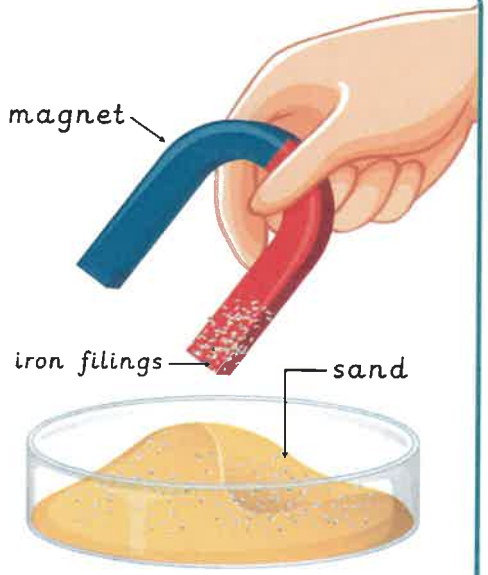
- Reading – please encourage your child to read every night.
- Geography: talk about what life is like in the Alps.
- History: looking on the internet and in books to find out further information about the Anglo Saxons.
- Science: Mixtures and Separation; Properties and Changes.
- Maths Homework: LBQ once a week
- English Homework: LBQ once a week
- Playing the games on Spelling Shed and Rollama will also help to develop spelling and knowledge of grammar.

Mixtures and separation

Mixtures: a **mixture** forms when two or more substances are mixed and remain present. The different parts of a mixture can be separated. Some examples are air, sand, gunpowder, fizzy drinks, soil and seawater.

Sieving: used to separate mixtures of solids which are different sizes, such as soil. A series of **sieves** with increasingly small holes separate out the particles from largest to smallest.





Magnets: used to separate mixtures of solids where the particles are similar sizes (so sieving is not practical) and one of the substances is **magnetic**, such as iron.



sand under a microscope

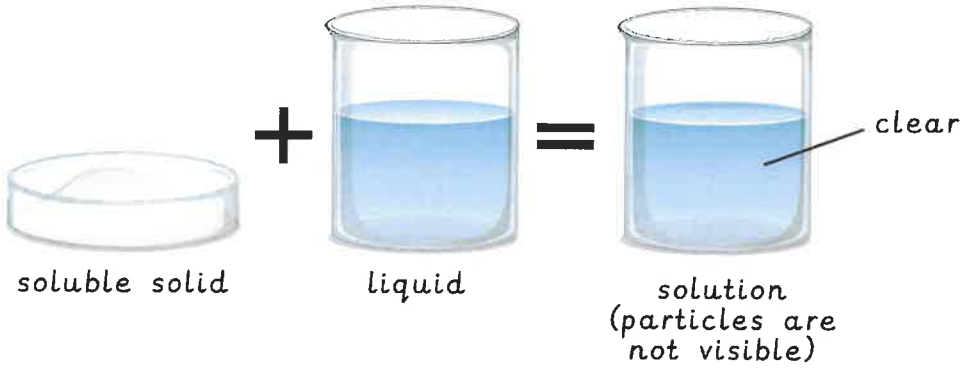
Filtering: used to separate mixtures containing a liquid and undissolved solids, such as sand and water. The mixture passes through a **filter** or **filter paper.** The gaps in the filter are small enough to let the liquid through but not the solid.

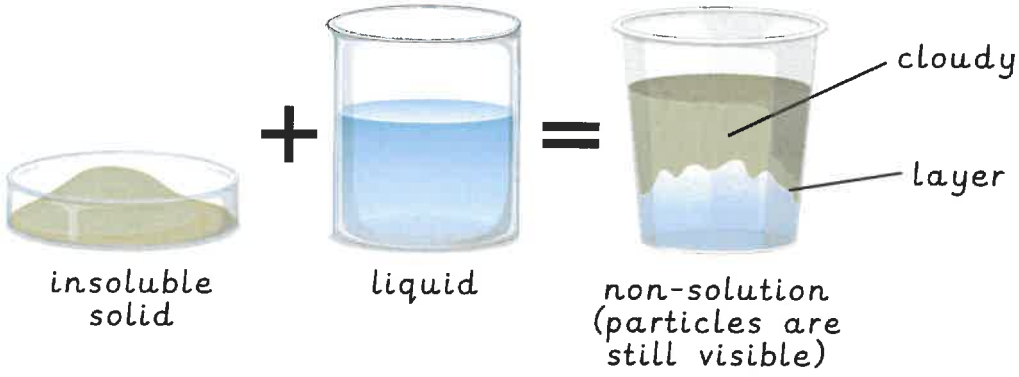


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Mixtures and separation

Solutions: some substances can **dissolve** in a liquid to make a **solution**. Dissolving is when a substance spreads evenly throughout a liquid. Some examples of substances that are **soluble** (will dissolve) in water are: salt, sugar and tea. Some examples of substances that are **insoluble** (will not dissolve) in water are: sand and flour.





Factors affecting dissolving:

- Stirring decreases the time taken to dissolve.
- Smaller pieces of the soluble solid (e.g. loose sugar granules) will dissolve faster than larger pieces (e.g. a sugar cube).
- If the liquid is warmer, the solid will dissolve faster.
- Some solids are more soluble than others. For example, sugar is more soluble in water than salt and will dissolve faster.
- If a solid will not dissolve in water, it may dissolve in another liquid, such as alcohol.



Evaporation: separates solutions. The solution is heated until the liquid evaporates. The dissolved substance will **crystallise** as the liquid **evaporates**. Salt flats form because of evaporation.

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Science - Properties and changes

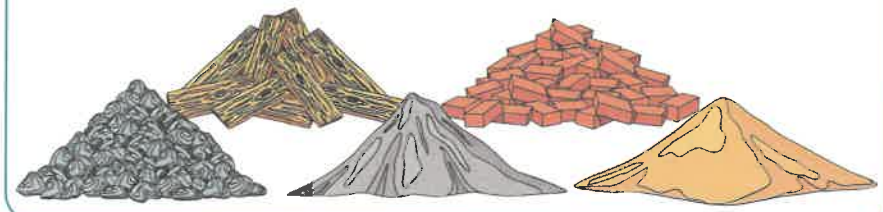
Conductivity is a measure of how quickly and easily a material will let heat or electrical charge pass through.

- Good **conductors**, like metal, will let heat and electricity pass through quickly.
- Good **insulators**, like plastic and rubber, will not let heat and electricity pass through easily.

Hardness is a measure of how easily a material can be scratched or dented.

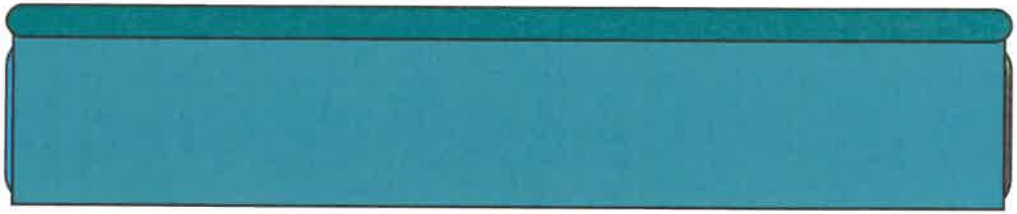
- Hard materials, like most metals, cannot be scratched or dented easily.
- Soft materials, like clay or wax, can be scratched and dented easily.

Materials are chosen for specific uses according to their properties. For example, buildings are made from strong, durable materials like wood, stone, brick, concrete and metal.

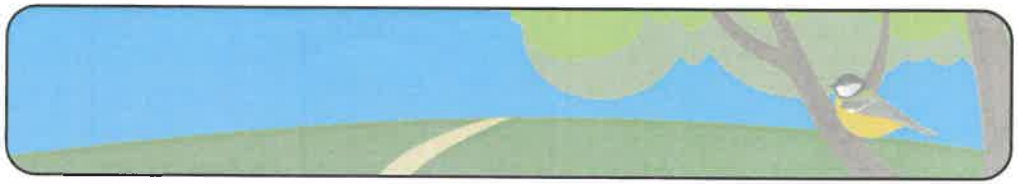


Transparency is a measure of how much light a material lets pass through.

- Opaque materials, like metal and wood, do not let any light pass through so objects on the other side cannot be seen.



- Translucent materials, like some plastics, let some light pass through. The light is scattered as it passes through so objects on the other side (if visible) appear fuzzy, coloured or distorted.



- Transparent materials, like glass, let most light pass through with minimal scattering so objects on the other side are clearly visible.



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Science - Properties and changes

A **reversible change** is when a material is changed but can be easily reverted to its original state.

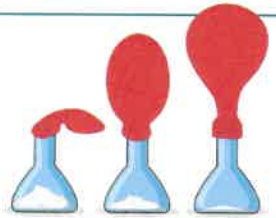
An **irreversible change** occurs when a material is changed but cannot be easily reverted to its original state. New materials are produced in the process.

Dissolving is a reversible change because the dissolved substance can be reclaimed by evaporating the liquid.



Burning is an irreversible change in which a material is burned and makes new products.

Mixing vinegar and bicarbonate of soda is an irreversible change. A new product (a gas) is formed which causes fizzing.



Rusting is an irreversible change in which iron makes rust when exposed to water and air (oxygen).



Changes of state are all examples of reversible changes because heating or cooling the substance will change it back to its original state.



solid

melting

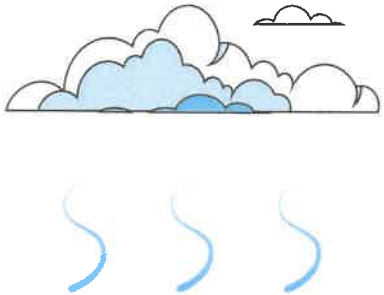
freezing



liquid

evaporating

condensing



gas

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Purple Mash Computing Scheme: Knowledge Organiser

Year 5/6
Databases

Key Learning

- To understand what a database is.
- To design and create a database.
- To build queries to find information.
- To solve problems using a database.

Key Resources



2Investigate

Key Vocabulary

Condition
A condition is a rule you give to a database to help it find the right information.

Data
A set of facts or information that help us learn something or make decisions.

Database
A set of data that can be held in a computer in a format that can be searched and sorted for information.

Edit
To change, add or remove data from a record.

Field
A heading in a database record against which data is entered.

Filter
Filtering what information is shown according to any filter rules applied.

Group
Putting similar pieces of information together in a database so it is easy to read and understand.

Linked Tables
A database can contain more than one table which can be linked together so a query can include information from the linked tables.

Operator
An operator tells a database what to do with data when someone is making a query. Such as: Find everyone whose score 'is equal to' 10.

Query
A user will run a query to find specific information in a database.

Record
A collection of related data or information that is stored together as a single unit.

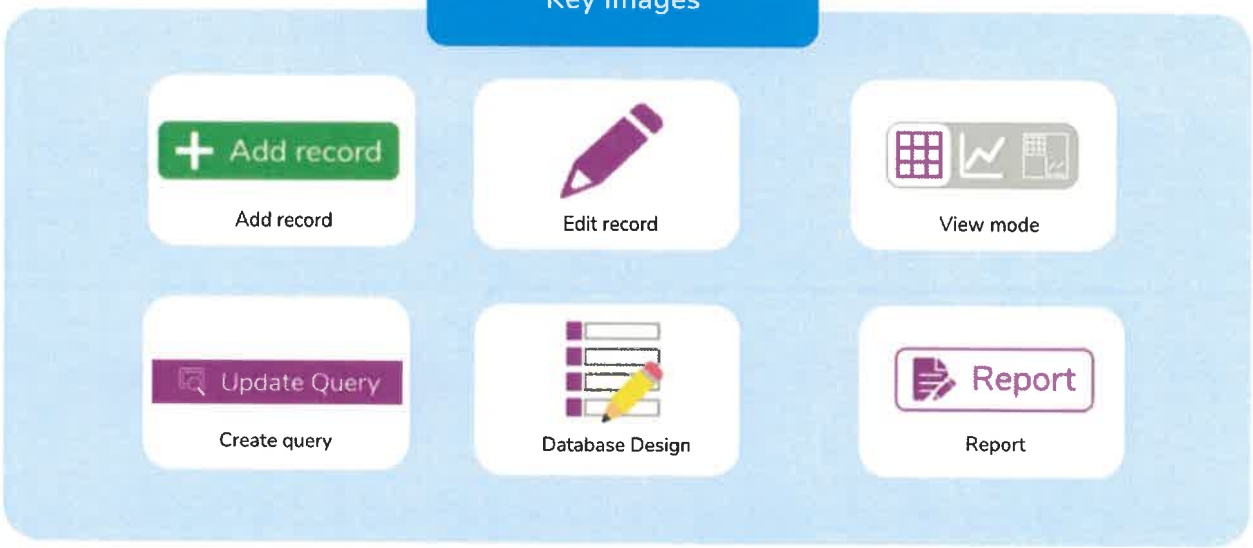
Sort
Organising data by a rule such as alphabetical or numerical.

Validation
A field can have specific data types such as numbers, letters, dates and times which helps minimise input errors.

Purple Mash Computing Scheme: Knowledge Organiser

Year 5/6
Databases

Key Images



Key Questions

What do databases help us do?

Databases help organise data into one place. Data can be added, stored and retrieved by more than one person. When data is retrieved it can be combined to form information that someone might wish to find out. It is much quicker, more convenient and can be used by many people.

What is a query?

A query is the word used instead of question when using databases. Someone will create a query to find the answer to something they want to know.

What does a record contain?

A record contains fields of data that form information about something or someone. A database will contain lots of records. For example, a database record could be a record on one child at a school that has fields: name, age and class.

What does the AND operator help someone do?

The AND operator joins rules (conditions) together. Using AND means all the conditions have to be met. AND helps someone find specific information (records).

How can errors be kept to a minimum when entering data into a database?

Fields can have the data types entered into them set. Additionally, constraints such as always required or has options can be used.

Why might a database need more than one table?

It can get very messy and confusing for users of a database if all data is kept in one table. For example, a vet surgery might need a table on the pets and a separate table on the customers.

Purple Mash Computing Scheme: Knowledge Organiser

Year 5/6
Networks

Key Learning

- To understand what a computer network is and identify examples of networks at home, school and in the wider world.
- To understand the difference between the internet and the World Wide Web and explore the services they provide.
- To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully.
- To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.

Key Resources



2Connect



2Quiz

Key Vocabulary

Email
A method of sending messages over the internet.

Network
A group of connected computers and devices that can share information.

Web Browser
A program used to look at websites.

Internet
A global WAN that connects millions of computers and networks around the world.

Router
A device that connects networks together to allows them to communicate.

Website
A collection of pages of information on the Web.

Internet Chat
Instant messaging in real-time.

Video Call
Seeing and hearing someone live on your screen.

Wi-Fi
A wireless way to connect devices to a network.

LAN (Local Area Network)
A network in a small area like a home, school, or office.

WAN (Wide Area Network)
A network that covers a large area, like the internet.

World Wide Web (WWW)
A service on the internet that includes websites and web pages.

Purple Mash Computing Scheme: Knowledge Organiser

Year 5/6
Networks

Key Images


Local Area Network


Wide Area Network


Router


Chrome


Safari


Firefox


Edge

Key Questions

What is the difference between a LAN and a WAN?

A LAN (Local Area Network) connects computers and devices in a small area like one building, such as a school, office or home.

A WAN (Wide Area Network) connects computers across large areas, like different cities or countries, often using the internet to link them together.

What is the difference between the internet and the World Wide Web?

The internet is the global network that connects computers together.

The World Wide Web (WWW) is part of the internet and is made up of websites and web pages you can visit.

Why does a school network filter out access to some websites?

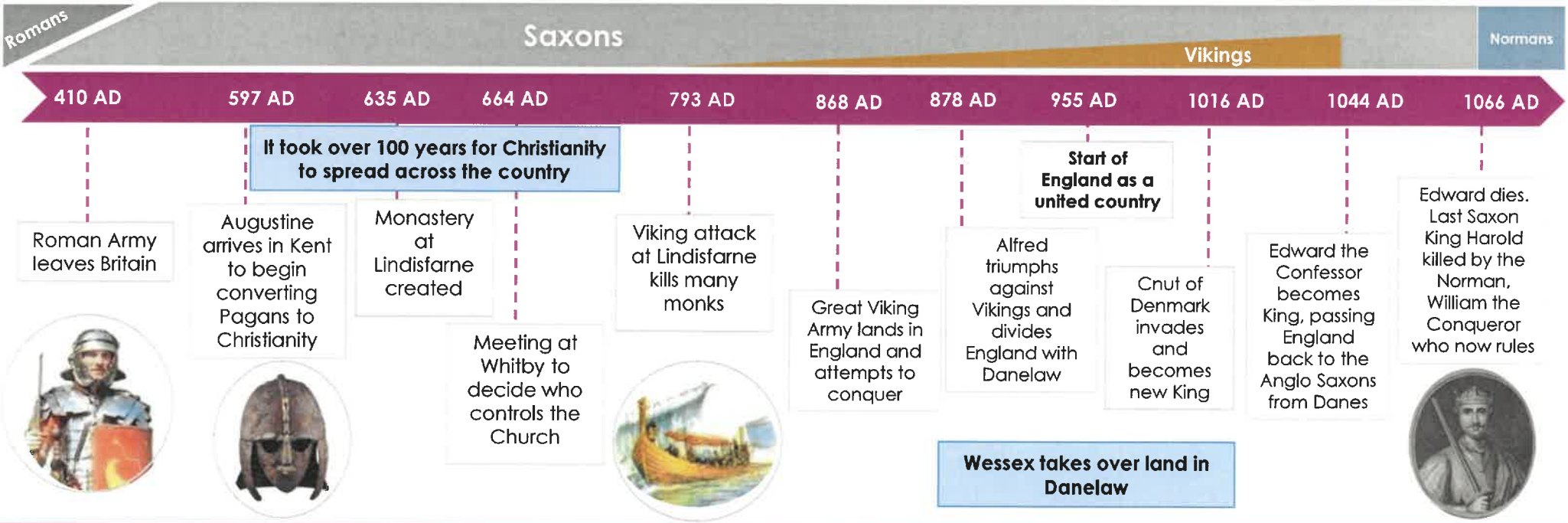
A school network filters some websites to keep children safe online.

It blocks harmful, distracting, or inappropriate content, helping students focus on learning and protecting them from dangers like scams or viruses.

Anglo-Saxons Year 5 & 6

Why this period is important

During this period England emerged as a recognisable nation and Christianity became established. The recent coronation of Charles III is the latest for a king of England : over a thousand years ago, that of the Saxon King Edgar was the first. King Alfred was the central Saxon figure, the only king to be called 'Great'. He was responsible for defeating the Vikings who threatened to control the country for many years through raids and then attempts to conquer. The Saxon period is often called the Dark Ages but many think this is unfair as the Saxons were skilled craftsmen who introduced new long-lasting systems of keeping law and order as well as memorable literature.





Who's who?

Alfred	King of Wessex, known as the Great, ruled 871-899
Asser	Man who wrote flattering life history of Alfred
Augustine	In the late 6th century, he was sent from Rome to England to bring Christianity to the Anglo-Saxons.
Bede	He wrote a very important book on the early history of Britain,
Burhs	Forts built in 9th century to defend against Viking raids
Gildas	6th century monk who wrote a history of Britain before and during Saxon period
Guthrum	Danish leader and King of East Anglia who fought against Alfred, later christened Athelstan
Hengist and Horsa	Leaders who some people think arrived to take over Britain in AD449.
Raedwald	King of East Anglia died about 625AD
Vortigern	King of the Britons at the time of the arrival of the Saxons under Hengist and Horsa in the 5th century

Key vocabulary

Cemetery	Burial place
Cenotaph	Empty grave to remember someone important buried elsewhere
Christianity	Religion based on life and teachings of Jesus Christ which came to Britain in Saxon times
Danelaw	Name given to northern and eastern part of Britain under Danish control from 9th to 11th century
Hoard	Store of money often hidden away to come back to later
Hypothesis	Theory that has to be tested
Monastery	Large religious building where monks lived and prayed
Pagan	Word used to describe people who didn't follow one of the main religions
Picts	Group of people who lived in part of Britain what we think of as Scotland
Sceptre	Looks like a stick richly decorated, carried by kings only
Settlement	Place people moved to live in
Sutton Hoo	Site of very important archaeological excavation in 1939.
Treaty	A formal, legally binding written agreement
Turning point	Time when things changed suddenly
Urn	Container for ashes
Viking	Name given to people from Scandinavia who raided traded and settled in Britain between the 9th and 11th centuries
Wergild	Fine to be paid to someone's family if a member was killed or injured

Top takeaways

Having studied this topic you should be able to understand:

1. the reasons why the Anglo-Saxons invaded

2. that it was during this time that England became united, with Wessex as the leading kingdom.

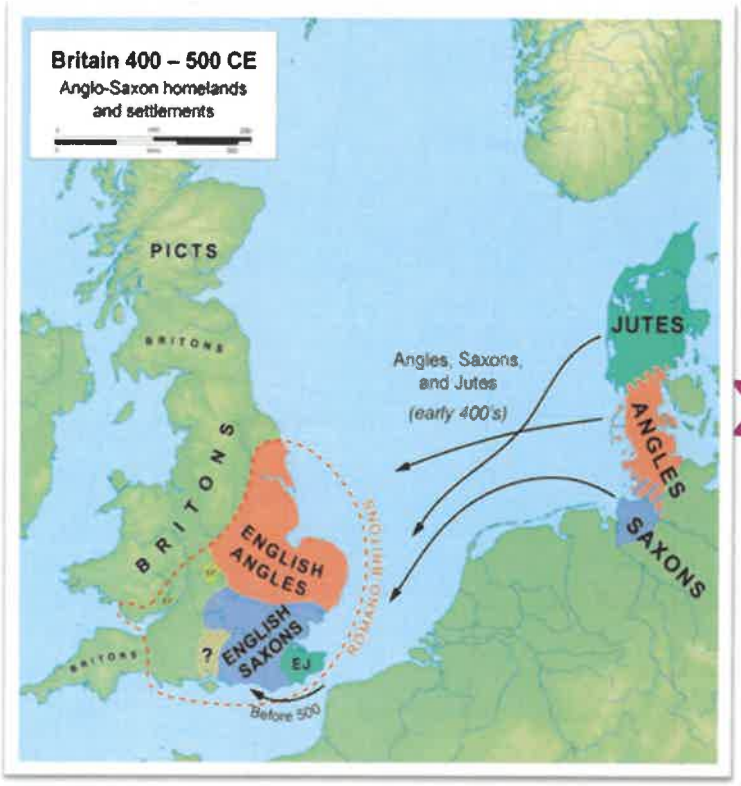
3. that it was at this time that England became a Christian country.

4. that King Alfred was the only English king to be given the name 'Great' and know why not everybody agrees that he deserves it

5. that the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east

6. It was during this period that there were better laws and a flowering of literature.

Britain 400-500



7 kingdoms before 878

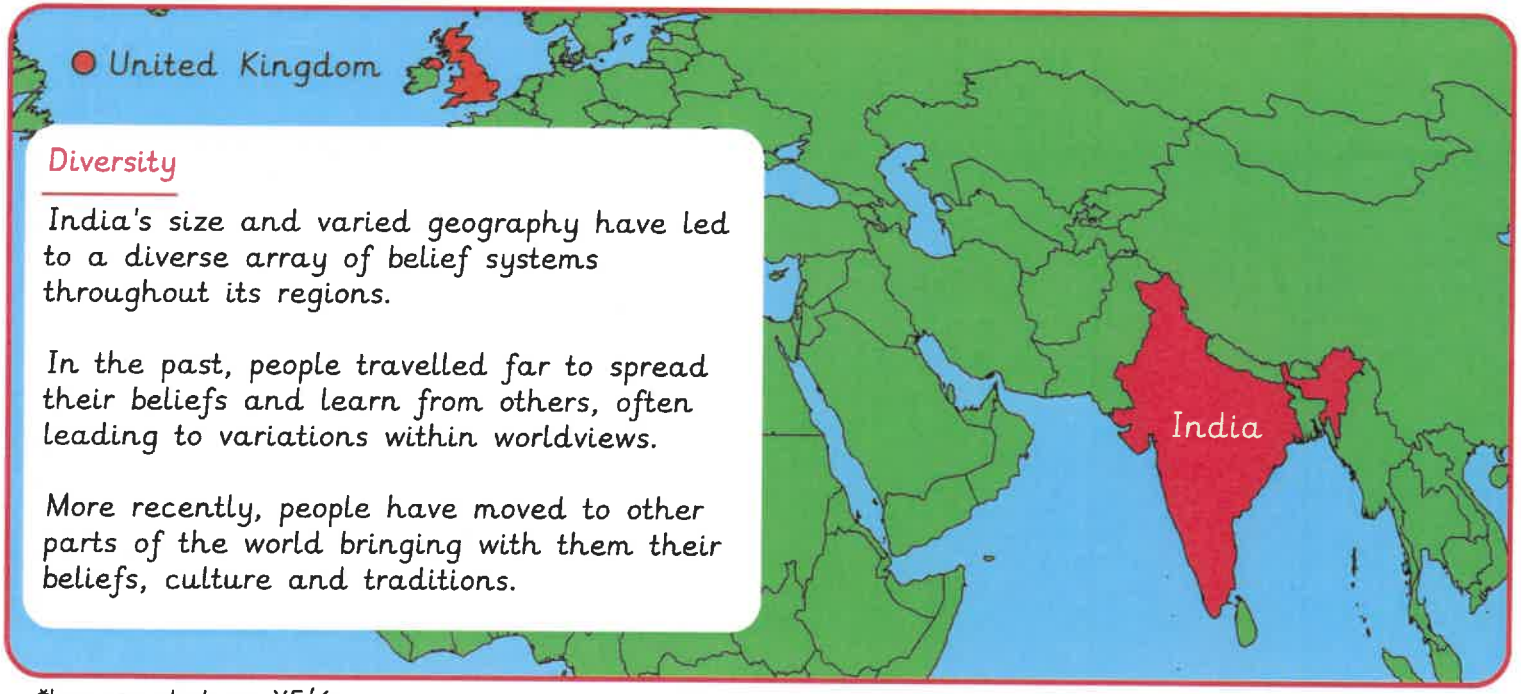


After 878



R&W - Why do Dharmic religions look different around the world?

belonging	Using the clues in sources to form an idea.
Dharmic*	Religious groups that originated in South Asia who have similar ideas about life and death.
diversity*	The quality of being varied or different to each other.
enlightenment*	In Dharmic worldviews, gaining a very deep spiritual understanding and breaking free from the cycle of rebecoming or reincarnation.
initiated	When someone is formally introduced or welcomed into a new role or group.
interpretation*	The quality of being varied or different to each other.
Jain*	A person who believes in non-violent living and that the universe has always existed without a creator god.
liberation*	The act of becoming free.



Diversity

India's size and varied geography have led to a diverse array of belief systems throughout its regions.

In the past, people travelled far to spread their beliefs and learn from others, often leading to variations within worldviews.

More recently, people have moved to other parts of the world bringing with them their beliefs, culture and traditions.

*key vocabulary Y5/6

Hindu deities

Deities can be worshipped for different reasons:

- Personal beliefs.
- Regional traditions.
- Family customs



Deities often represent particular attributes or life situations, allowing people to seek guidance, blessings, or protection in those areas of life.

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Festivals of light

Light can symbolise a variety of things, including:

- The triumph of good over evil.
- Knowledge.
- Freedom.
- Enlightenment or awakening.
- Hope.



Buddhist practices

There are different Buddhist schools or groups, including Theravada, Mahayana, Vajrayana and Zen.

Buddhists may choose to practise the Buddha's teachings in different ways. This can be influenced by culture, tradition, scripture or personal preference.

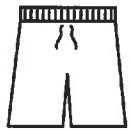


Initiation

Guru Gobind Singh established the Khalsa and the Amrit Sanchar (initiation ceremony). Many Sikhs choose to be initiated and become Amritdhari, wearing the five articles of faith and the Dastaar. Others do not choose to become initiated and practise their Sikh identity in other ways.



Kesh



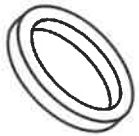
Kashera



Kirpan



Kanga



Kara



Dastaar

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R&W - Why do people have to stand up for what they believe in?

advocate	Someone who supports and speaks up for someone else or for a cause they believe in.	**prejudice**	Judging someone or something before knowing them well, often leading to unfair treatment.
atheist	A person who does not believe there is a god or gods.	**religious freedom**	The freedom to choose, change and practise beliefs.
discrimination	Treating someone unfairly or differently because of who they are (including religion, age, or gender).	**stereotype**	A fixed idea about a group of people that is often not true.
martyr	Someone who accepts suffering or even death for their religious beliefs.	**tolerance**	Willingness to accept or respect different beliefs, practices, or opinions, even if you disagree with them.

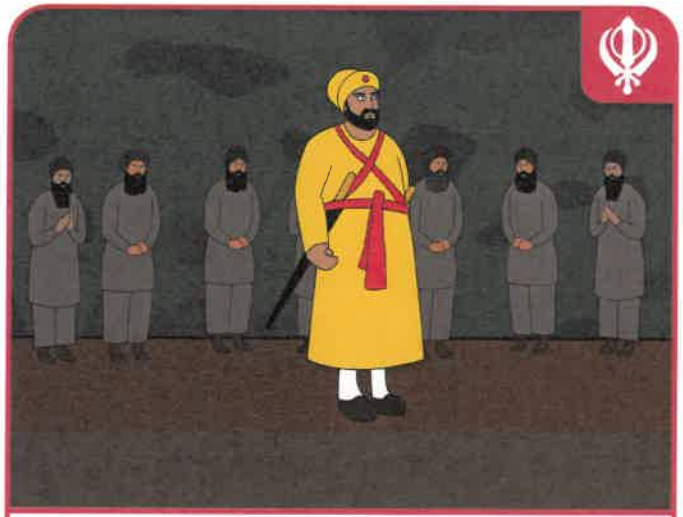


Credit: Keith Corrigan / Alamy Stock Photo

Guy Fawkes lived during a time when it was illegal in England to practise Christianity in a certain way. People had to follow the beliefs and practices of the monarch or face punishment. King James was a Christian **Protestant** whereas Guy Fawkes was a Christian **Catholic**: the **divine right of kings** was the belief that a king or queen had been chosen by God so could make all of the country's decisions



The UK's **protected characteristics** make it against the law to treat people unfairly because of their personal qualities like religion, age, gender and race.



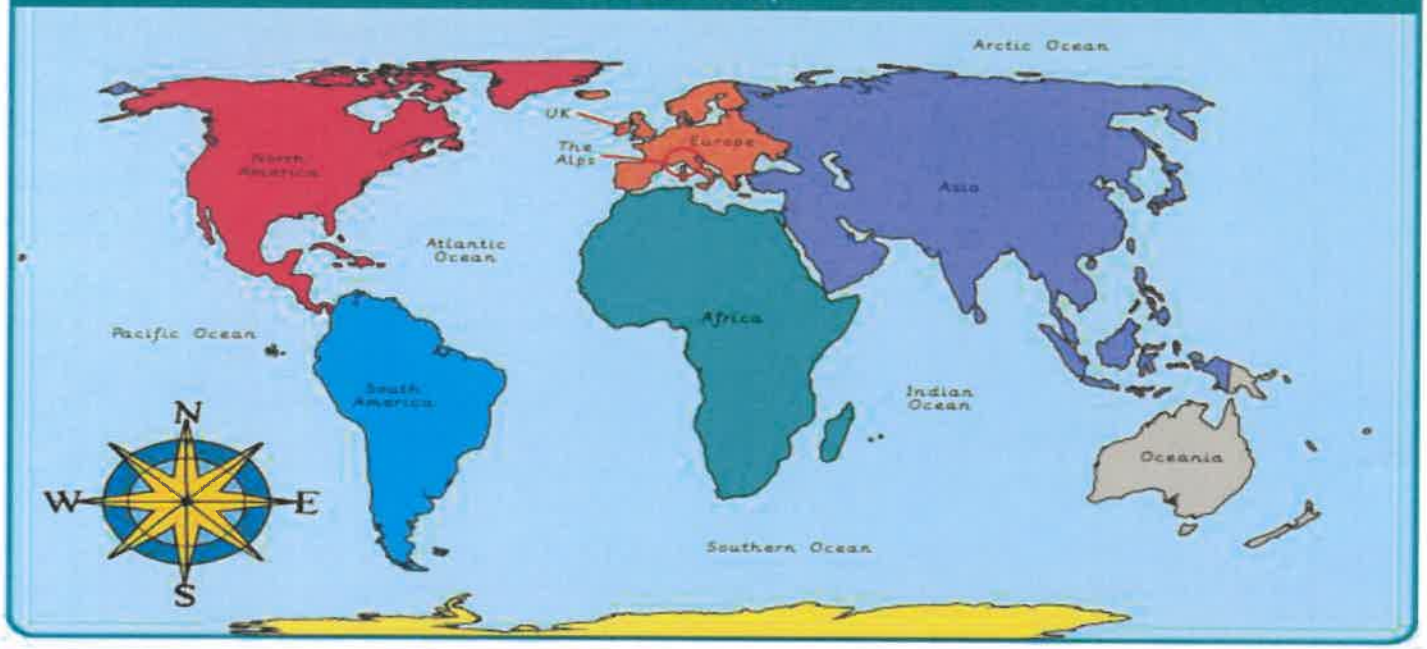
Bandi Chhor Divas is a Sikh celebration which celebrates Guru Hargobind's release from prison and the liberation of 52 other prisoners he rescued who held different beliefs to him.

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Kestrels Yr5/6

What is life like in the Alps?

World map





Mont Blanc is the highest mountain in the Alps.



Climate

Most of the Alps have a mountain climate. It is much colder than the surrounding climate due to the height of the mountains. Lower regions of the Alps have a temperate climate.



Popular activities in the Alps include skiing, hiking and sightseeing

French - In my French house

J'habite dans... - *I live in...*



la maison

the house



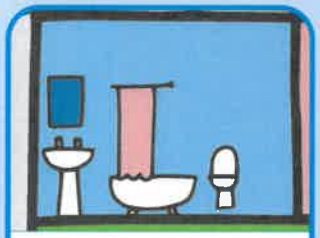
une maison jumelée

a semi detached house



un appartment

the apartment



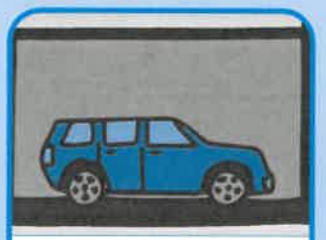
la salle de bain

the bathroom



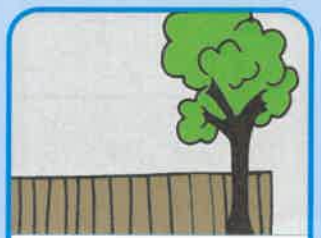
la chambre

the bedroom



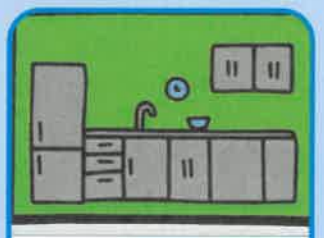
le garage

the garage



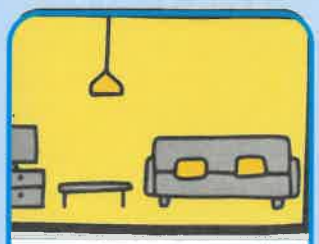
le jardin

the garden



la cuisine

the kitchen



le salon

the living room



le lit

the bed



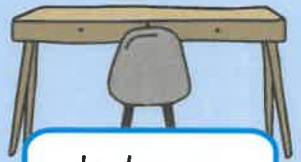
l'ordinateur

the computer



la garde-robe

the wardrobe



le bureau

the desk

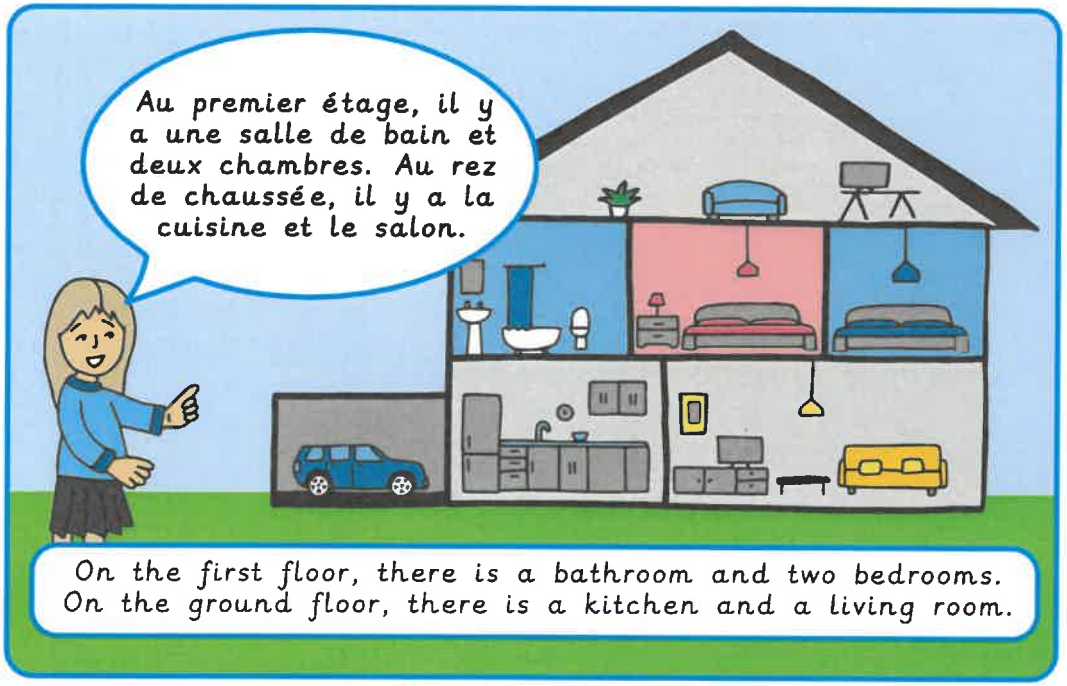


la lampe

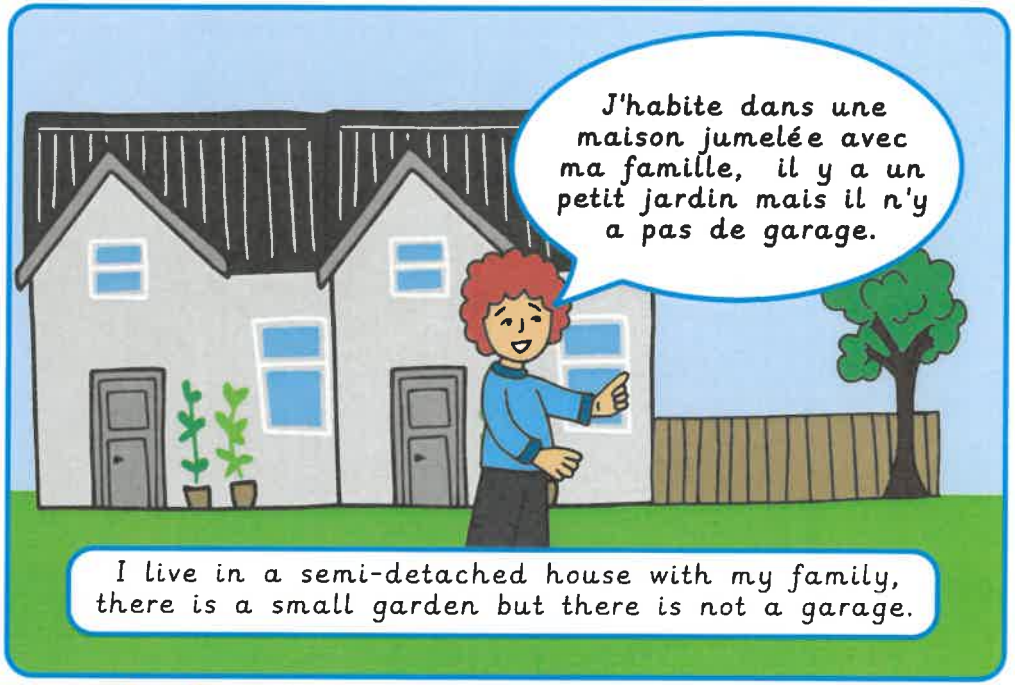
the lamp

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French - In my French house



On the first floor, there is a bathroom and two bedrooms. On the ground floor, there is a kitchen and a living room.



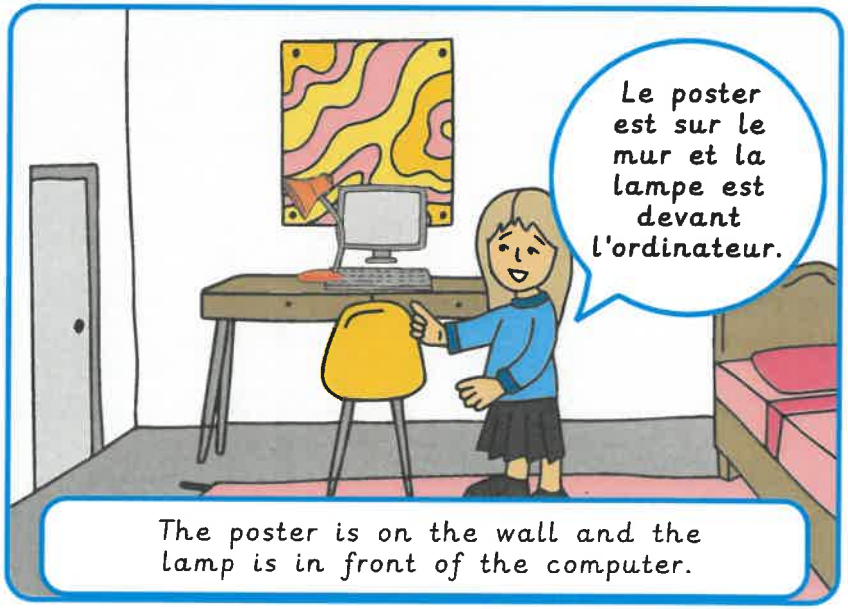
I live in a semi-detached house with my family, there is a small garden but there is not a garage.

Prepositions	
sur	on
sous	under
devant	in front
derrière	behind
à côté de	next to
dans	in
entre	between

Use **et** (and) or **mais** (but) to extend your sentence.



In my bedroom, there is a bed. The bed is next to the desk.

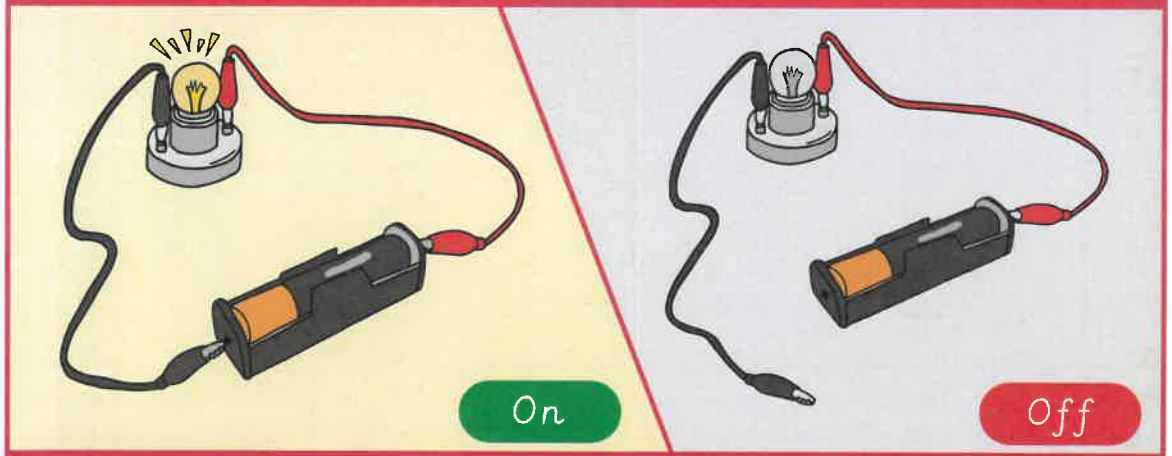


The poster is on the wall and the lamp is in front of the computer.

Year 5 - Doodlers

Circuit	A collection of components that make an electrical system.
Circuit component	One of several parts that complete a circuit (e.g. bulb).
Configuration	How different parts are put together to form an object.
Current	The flow of electricity.
Develop	Continue to work on something to make progress or improve it.
DIY	The acronym means 'Do it yourself' and represents various activities that someone chooses to do themselves at home, rather than through a service or professional.
Investigate	Research something by looking at it in greater detail.
Problem-solve	Develop and test solutions to an issue.
Product analysis	To look at an object and evaluate it based on certain criteria (e.g. function).
Stable	Object does not easily topple over.
Target user	A particular person at whom the product is aimed.

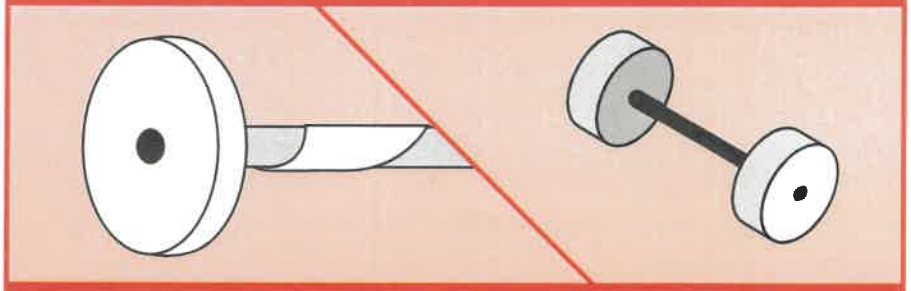
Series circuits only have one path for the electrical current to flow.



If there is a break in a series circuit, the electrical current will be cut and all the components will stop working. Causing a break in a series circuit can act as a switch to turn the circuit off.

Key facts

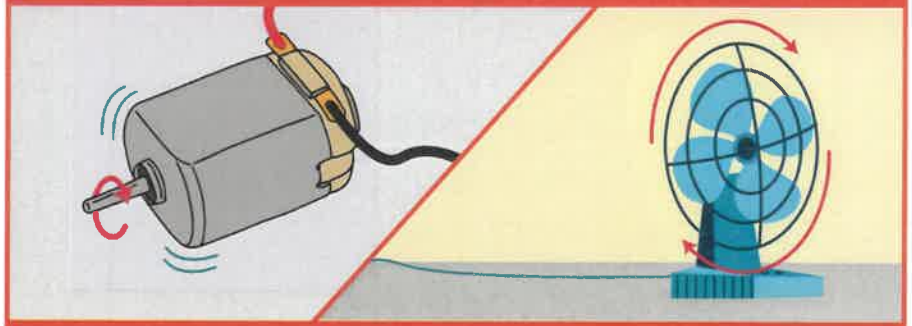
Axles form part of the wheel mechanism in wheeled products such as toy cars, wheelbarrows and bicycles.



For a bicycle to function we need to use our legs and feet to push the pedals that rotate the axle and spin the wheels.



An electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. Motors use electricity instead of human force to move the axle.



A motorised product is an object that uses a motor to function.

Knowledge Organiser
Fitness

About this Unit

Agility helps you move quickly and change direction easily, which is great for sports like football and basketball. Balance keeps you steady, whether you're riding a bike or doing gymnastics or throwing a ball. Co-ordination helps you use different parts of your body together smoothly, like when you're catching a ball or dancing. Speed lets you move fast, which is useful for running around bases in rounders or playing tag. Stamina and strength help you keep going longer and do things like kicking further or playing a whole game without getting too tired.

- agility
- balance
- co-ordination
- speed
- stamina
- strength

Can you describe each of these components of fitness

?



Key Vocabulary

agility: the ability to change direction quickly
consistent: to repeat something in the same way
drive: a forceful and controlled movement to help move you forward
dynamic: on the move
motivate: to encourage
persevere: to continue trying
power: speed and strength combined
react: to respond to quickly
rhythm: a strong, regular repeated pattern of movement
stable: to be balanced
stamina: the ability to move for sustained periods of time
static: on the spot
strength: the amount of force your body can use

Ladder Knowledge

Agility:
To change direction you need to push off your outside foot and turn your hips.

Balance:
Dynamic balances are harder than static balances as the centre of gravity changes.

Co-ordination:
People have varying levels of co-ordination that can improve with practice.

Speed:
Taking big consistent strides will help to create a rhythm that allows you to run faster.

Strength:
Moving quickly with the maximum force will get the maximum amount of power and distance or speed.

Stamina:
Keeping a steady breath will help you to move for longer periods of time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

Social collaboration, support, communication

Emotional perseverance, determination

Thinking feedback, comprehension, observation, evaluation

Strategy

All of components of fitness can make you better at many different games and activities. They can all be developed with regular practice in your own time.

Healthy Participation

- Focus on your own performance without comparing them with others.
- Work within your own capabilities.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

First to 50

What you need: a dice and 2 or more players.

How to play:

- Roll the dice and complete the action specified.
  1 = 10 marches 2 = 2 x press ups 3 = 5 x sit ups
  4 = 4 x lunges 5 = 5 x squats 6 = 6 x star jumps
- Roll the dice again and add the number to your previous roll so that you keep a running total.
- Continue until you reach 50.
- Playing with someone else? Who can roll 50 first?
- Playing by yourself? How quickly can you roll 50?
- Make this harder by subtracting 3 when you roll a 3.

Change the target number or exercises and play again.



Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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Kestrels Yr5/6

Fairy Primary School — part of Evolution Academy Trust

Headteacher: Mrs Jo Snelling

Ambition - Collaboration - Responsibility

Knowledge Organiser
Hockey

About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals

In this unit you will be given the chance to umpire. Here are some top tips when umpiring

TOP TIPS

- Be clear and confident when making a decision
- Have knowledge of the rules
- Move with the ball up and down the pitch so that you can see the play
- Be fair and honest

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?

Key Vocabulary

ball carrier: the person in possession
barrier: an obstacle that prevents movement or access
close down: to reduce the amount of space for an opponent
create: to make space
maintain: to keep
possession: to have
pressure: to add challenge
situation: circumstances that create what happens
sporting behaviour: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
umpire: the person who makes sure the rules are followed

Ladder Knowledge

Sending & receiving:
Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:
Dribble in different directions and at different speeds will help you to lose a defender.

Space:
Move to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

- dribble
- pass
- receive
- tackle
- intercept
- run
- shoot

This unit will also help you to develop other important skills:

Social communication, collaboration, respect, support others

Emotional honesty, perseverance

Thinking identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection

Rules

Feet:
- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

Sticks:
- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.
- Don't swing stick to make a tackle.

Free pass:
- If a rule is broken, a free pass is awarded to the other team.
- All players must be three steps away from the person taking the free pass.

Tactics

We use tactics to select how to attack and defend as a team. You will learn different tactics and choose as a team which to use in which situation.

Healthy Participation

- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.



If you enjoy this unit why not see if there is a hockey club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Track and Touch

What you need: A partner and two markers.

- Place the two markers approx. 5m apart.
- One person leads by sidestepping between the cones, changing direction at any time. Partner tracks them, mirroring their movement and attempting to stay in line with them.
- The leader shouts 'touch' and turns and sprints towards one marker. partner races to beat them past the cone.
- Repeat three times before switching roles.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.

@getset4education136

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Filby Primary School

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Ambition - Collaboration - Responsibility

Building a groove

Year 5 & 6 Autumn Term 2026

drum kit



hi-hat has a 'tight' cymbal sound

snare drum has a mid-range, 'sharp' sound

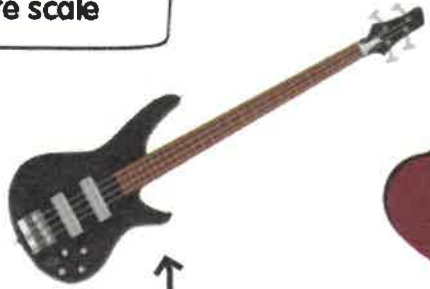
kick or bass drum has the lowest sound

head = the term used in jazz/ groove music to describe the main melody of a song



Genre = Jazz

Pentatonic = a 5 note scale





electric bass guitar

electric lead guitar

Bass line = the lowest part. Often played by a bass guitar or double bass

Backbeat = usually falls on beats 2 and 4 and often played by the snare drum

Scale = a set of notes ordered by pitch

Riff = a repeated musical pattern that forms the basis of a song

pulse

off beat

tempo

pitch

rhythm

duration

dynamics

legato = smooth

staccato = short, detached

timbre

structure

texture

Me and My Relationships – Year 5 and 6

coram SCARF

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Our Big Question

How can we work together, manage our feelings and stay safe in relationships?

Emotional Awareness

- How can I manage my emotions?
- How can I show respect for others' feelings?
- How can I be assertive and say "no" when I need to?

Teamwork & Collaboration

- How can I work well with others?
- How can I solve disagreements calmly?
- How can I include everyone?

Safety & Support

- What makes a healthy relationship?
- How can I spot an unhealthy friendship?
- Who can help if I am worried about myself or someone else?

I can...

- **I can include others, listen to different views, and solve disagreements fairly.**
- **I can recognise safe and unsafe behaviour in relationships and know where to get help.**
- **I can manage my feelings, communicate my needs, and respect my own and others' boundaries.**





negotiation	Talking with others to find a fair solution to a problem.
resolution	The final solution to a disagreement or difficulty.
self-esteem	How positively you think and feel about yourself.
digital footprint	The information and content you leave behind when you use the internet.
digital tattoo	Online information that can stay with you for a very long time.
insensitive	Not noticing or caring about how other people feel.
insecure	Lacking confidence or feeling unsure about yourself.
emotional needs	The things people need to feel loved, valued, safe, and supported.

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