



# Whitley Abbey Primary School

Hand in hand we learn

## Year 5 Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

## Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development, oracy and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

	Term	Autumn	Spring	Summer
History	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history,</li> <li>establishing clear narratives within and across the periods they study.</li> <li>note connections, contrasts and trends over time</li> <li>develop the appropriate use of historical terms.</li> <li>address and sometimes devise historically valid questions about change, cause, similarity and difference</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical knowledge</li> </ul> <p>understand how our knowledge of the past is constructed from a range of sources.</p>		
	<b>Knowledge Assessment questions:</b>	<b>Medieval Britain (The Black Death)</b> <u>Assessment questions</u> <ul style="list-style-type: none"> <li>Do children know that the period of time from 1066 until 1485 is known as medieval England and that the period began when the Normans invaded England in 1066 and ended when the Tudor era began in 1485?</li> <li>Can children name some key historical events, dates and facts in 1066?</li> <li>Do children know that the black death was a plague that spread from Asia through Europe and killed nearly half of the population of Britain?</li> <li>Do children know that the Black death was first called the bubonic plague?</li> <li>Can children name some of the causes and some symptoms of the plague and effects it had on Britain?</li> <li>Do children know about life after the black death – the revolts?</li> <li>Can children use a range of sources of information?</li> <li>Can children place these time periods on a time-line?</li> <li>Can children place key events in chronological order?</li> </ul>	<b>Tudors - John Blanke</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Do children know that the Tudor reign started when Henry Tudor (Henry VII) won the battle of Bosworth in 1485?</li> <li>Can children name some famous battles fought at this time- War of the Roses and Battle of Bosworth?</li> <li>Can children put some Tudor monarchs in a timeline?</li> <li>Can children name some key events/ vocabulary associated with this period?</li> <li>Can children name the 6 wives of Henry VIII and some of his reasons behind the marriages?</li> <li>Can children use a range of evidence to find out more about Henry?</li> <li>Can children describe what life might have been like in Tudor times and compare it to their own life? (Children)</li> <li>Can children use a range of sources of information?</li> <li>Can children place this time period on a time-line?</li> <li>Can children place key events in chronological order?</li> </ul>	<b>Victorians - Pablo Fanque</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Do children know that Queen Victoria was crowned queen at the age of 18?</li> <li>Do children know that Queen Victoria reigned for 63 years, from 1837 - 1901?</li> <li>Do children know that in the Victorian times, children were treated very poorly and had to work?</li> <li>Can children name some Victorian inventions?</li> <li>Can children name or explain some key events/ vocabulary used in Victorian times such as workhouses, industrial revolution etc.?</li> <li>Do children know that in 1880 the Education Act made schooling compulsory for all children aged 5-10?</li> <li>Do children know that Florence Nightingale lived during the Victorian era?</li> <li>Do children know the contributions Nightingale made to the world?</li> <li>Can children use a range of sources of information?</li> <li>Can children place this time period on a time-line?</li> <li>Can children place key events in chronological order?</li> </ul>
	<b>Vocabulary</b>	conquer, claim to the throne, rebellion, rebel, monarch, monarchy, heir, Black death, peasant, feudal system, famine, nobles, craftsmen, freemen, merchants, hundred years war, buboes, bubonic plague,	Allegation, annulment, arrest, beheading, Catholicism, conspiracy, coronation, Church of England, Christianity, court, divorce, age of discovery/ exploration, embroidery, reformation, execution, exile, Queen Elizabeth I.	Queen Victoria, reign, typhoid, arithmetic, work houses, inventions, industrial revolution, livestock, rural, migration, Education Act, timeline, monarch.

Deliberate Practise Vocabulary:  
**Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary**






	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>use the 8 points of a compass</li> <li>Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area</li> <li>use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital mapping</li> </ul> <p>Sir William Thomson, Lord Kelvin</p>		
		<div>Deliberate Practise Vocabulary:</div> <div>Map, digital/computer mapping, physical and human features, North, South, East and West <b>Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North West, South West, Key, symbol, Grid</b></div>		
	Knowledge Assessment questions:	<b>United Kingdom Assessment Questions</b> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to name and locate <i>at least eight counties and at least six cities in the UK</i>?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children plan a journey within the UK, using a road map and 8 points of a compass?</li> <li>Can children use 4 and 6 figure grid references, symbols and keys on a map?</li> <li>Can children explain <i>why industrial areas and ports are important</i>?</li> <li>Can children collect, measure and record fieldwork data?</li> <li>Can children present the recorded data using a range of methods?</li> <li>Can children identify and compare the human features between 2 contrasting areas of the UK?</li> <li>Can children identify and compare the physical features between 2 contrasting areas of the UK?</li> </ul>	<b>Global Trade Assessment Questions</b> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to name and locate <i>key trade links</i>?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children use maps/atlas/globes/digital mapping to follow the route of a chosen product?</li> <li>Can children use 4 and 6 figure grid references, symbols and keys on a map?</li> <li>Can children explain the main human and physical differences between developed and developing countries?</li> <li>Can children present the data using a range of methods?</li> <li>Can children discuss the importance of Global trade?</li> <li>Can children discuss fair trade?</li> <li>Can children debate food miles?</li> </ul>	<b>Raging Rivers Assessment Questions</b> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to name and locate <i>the main rivers in the UK</i>? and a number of the world's longest rivers?</li> <li>Can children use 4 and 6 figure grid references, symbols and keys on a map?</li> <li>Can children name and label the main features of a river?</li> <li>Can children explain why most cities are located by a river?</li> <li>Can children use digital maps to locate a country or place of interest and to follow the journey of a river?</li> <li>Can children collect, measure and record fieldwork data?</li> <li>Can children present the recorded data using a range of methods?</li> <li>Can children define erosion?</li> <li>Can children explain the effects of flooding?</li> <li>Can children talk about flood defence strategies?</li> </ul>
	Vocabulary	County, region, transportation, pollution, congestion, conflict, land use, tourism, industry, national park, farming, manufacturing, trade, energy, renewable, wind energy, solar power, wind farm, turbine, nuclear power.	Trade, import, export, trade links, fair trade, global supply chain, food miles	confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, erosion, transportation, ox-bow lake, delta, , flood defence.
	Term	Autumn	Spring	Summer

	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and line graphs</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of trust in results, in oral and written forms such as displays and other presentations</li> </ul> <p>identify scientific evidence that has been used to support or refute ideas or arguments</p> <p><b>Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.</b></p> <div data-bbox="1630 86 2094 300"> <b>Deliberate Practise Vocabulary:</b>  <b>Observe, measure, record, data, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, dependant variable, independent variable, research, experiment, theory</b> </div>				
	<b>Knowledge Assessment questions:</b>	<b>Forces</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Do children know what weight is?</li> <li>Can children explain why objects fall towards the centre of the Earth?</li> <li>Do children understand the causal link between the mass of an object and the amount of force with which gravity acts on it?</li> <li>Can children define friction?</li> <li>Do children know that friction can be useful and give some examples?</li> <li>Do children know that air resistance is a force that slows objects moving through the air?</li> <li>Do children know that water resistance slows an object moving through water?</li> <li>Do children recognise that that levers and</li> </ul>	<b>Living Things and their habitats</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children name and describe the functions of the main parts of flowers?</li> <li>Can children describe the life process of sexual reproduction in flowering plants?</li> <li>Can children identify and label the parts of flowers?</li> <li>Do children understand what asexual reproduction is?</li> <li>Can children explain some ways in which plants reproduce asexually?</li> <li>Can children describe the life cycles of some asexually reproducing plants?</li> <li>Can children define some of the ways in which sexual reproduction in animals occurs?</li> <li>Can children compare species that reproduce in different ways and consider reasons why?</li> <li>Can children establish causal links between the life cycle of animals and their environment?</li> <li>Can children compare the life cycles of animals living in different environments?</li> <li>Do children understand what naturalists do?</li> <li>Can they explain why the work of naturalists is important?</li> <li>Can children describe the life cycle of at least 1 plant and 1 animal?</li> </ul>	<b>States of matter/ materials and their properties</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Do children understand the terms 'dissolve', 'soluble', 'insoluble', and 'solution'?</li> <li>Can children make and explain their predictions about soluble and insoluble materials?</li> <li>Do children know that evaporation can be used to separate soluble materials from water?</li> <li>Do children know that filtering can be used to separate insoluble materials from water?</li> <li>Do children know that when some materials are mixed together they cannot be separated again?</li> <li>Do children know that when an irreversible change takes place a new substance is produced?</li> <li>Can children recognise reversible and irreversible changes caused by heating and cooling?</li> <li>Can children explain how to reverse a change caused by heating or cooling?</li> <li>Do children know that new materials are formed when materials are burned?</li> </ul> <p>Can children explain why a certain material has been chosen for a specific purpose, based on its properties? (thermal/ conductor)</p>	<b>Earth and Space - Edwin Hubble Kalpana Chawla Katherine Johnson Mae Jemison</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children describe the Sun, Earth and Moon's shape as roughly spherical?</li> <li>Are children able to clearly define the word orbit?</li> <li>Can children describe the Sun, Earth and Moon's movements in relation to one another?</li> <li>Can children explain how the rotation of Earth on its axis creates day and night?</li> <li>Can children explain the apparent movement of the Sun across the sky?</li> <li>Can children identify how long it takes Earth to make a full rotation?</li> <li>Can children describe the different changes that happen between seasons?</li> <li>Can children use Earth's tilted axis to explain how seasons are created?</li> <li>Can children describe the differences in seasons between two locations in opposite hemispheres?</li> <li>Can children name the different phases of the Moon?</li> <li>Are children able to order the phases of the Moon?</li> <li>Can children describe how the phases of the Moon are created?</li> <li>Are children able to define what a solar system is?</li> <li>Can children explain the differences between geo- and heliocentric models of the solar system are?</li> <li>Can children compare the ideas of the solar system we know now, with those held by Ptolemy and Copernicus?</li> </ul>	<b>Animals Including Humans SRE</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children name and order the main stages in the life cycle of humans?</li> <li>Can children broadly define the age ranges for each of the main stages?</li> <li>Can children explain some of the physical changes that occur at different stages in the lifecycle of humans?</li> <li>Can children describe the main stages of gestation in humans?</li> <li>Can children explain how embryos and fetuses grow and develop in the womb?</li> <li>Can children describe the needs of a newborn baby?</li> <li>Can they compare the needs of a human baby to</li> </ul>

		<p>pulleys allow a small force to have a greater effect?</p> <ul style="list-style-type: none"> <li>• Can children explain what a gear is?</li> <li>• Do children recognise that the speed or amount of force transmitted is affected by changing the size of the gears in a transmission? Can children make transmissions where two or more gears work together?</li> </ul>			<ul style="list-style-type: none"> <li>• Can children name the eight planets in our solar system?</li> <li>• Are children able to name the eight planets in order from nearest to farthest from the Sun? <ul style="list-style-type: none"> <li>• Can children use researching skills to find relevant information on a topic?</li> </ul> </li> </ul>	<p>those of other mammals?</p> <ul style="list-style-type: none"> <li>• Can they describe the stages of development that occur during childhood?</li> <li>• Can children explain the initial changes that occur inside and outside the body at the start of puberty?</li> <li>• Can children correctly identify the parts of the body that change during puberty?</li> <li>• Can children explain in simple terms the role played by hormones in the growth of humans and other animals?</li> <li>• Can children explain some of the ways in which boys' and girls' bodies start to differ during puberty?</li> <li>• Can children explain some ways in which the body changes during old age?</li> <li>• Can children describe some ways in which older people can stay fit and healthy?</li> <li>• Can children suggest some of the ways in which their bodies will be different when</li> </ul>
--	--	--	--	--	---	--

						they are older?
	Vocabulary	Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys	Mammal, Reproduction, Insect, Amphibian, Bird, Offspring, naturalist, function, pollination	hardness, transparency, conductivity (electrical, thermal) solubility, solution dissolve, filter, evaporate, sieve, reversible, irreversible	Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation	Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty, hormones, lifecycle, adult, child.

	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revise</li><li>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]</li></ul>		
		<div>Deliberate Practise Vocabulary:  Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture.</div>		

	<b>Knowledge Assessment questions:</b>	<p><b><u>Show Me What You See / Sculptures with Personality - London skyline/landmarks</u></b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children comment on the work of architects giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an architect?</li> <li>• Can children identify similarities and difference between pieces of buildings?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children understand the role of an architect?</li> <li>• Can children compare their work to architects and building designs making links?</li> <li>• Can children make a sculpture of a London landmark?</li> <li>• Can children draw with perspective?</li> </ul>	<p><b><u>How Does The Sculpture Balance?</u></b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children comment on the work of a variety of abstract artists giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children describe colour and composition?</li> <li>• Can children use an abstract painting a stimulus for a sculpture?</li> <li>• Can children experiment with the purpose of making a sculpture balance?.</li> <li>• Can children demonstrate a range of joining techniques?</li> <li>• Can children use a range of materials and justify their selection?</li> <li>• Can children add finishing techniques?</li> </ul> <p><b><u>Mondrian, Paul Klee, Ben Nicholson, Howardena Pindell</u></b></p> <p><a href="https://www.accessart.org.uk/what-can-making-sculpture-teach-us-about-drawing/">https://www.accessart.org.uk/what-can-making-sculpture-teach-us-about-drawing/</a></p>	<p><b><u>Exploring Portraits (Y6)</u></b></p> <p><b><u>Assessment Questions</u></b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children comment on the work of a variety of artists giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children describe the effect of light an shade in an image?</li> <li>• Can children use a range of artistic techniques and name them?</li> <li>• Can children create a Victorian art gallery to display their final pieces?</li> <li>• <a href="https://www.tes.com/teaching-resource/victorian-art-light-and-shade-6086529">https://www.tes.com/teaching-resource/victorian-art-light-and-shade-6086529</a></li> </ul> <div>  Lesson 1.ppt  Lesson 2.ppt  Lesson 3.ppt  Lesson 4.ppt </div> <div>  Lesson 5.ppt </div>
	<b>Vocabulary</b>	<p>Alter, modify, viewpoint, perspective, birds eye view. Proportion, surface, texture, balance, scale, structure, construct, hollow, solid, attach, interior, exterior</p> <p>Architect, architecture, town planner, environment, enhance, viewpoint, style, influence, building. Past, era, history,</p>	<p>Sculpture, balance, base, weight, abstract, rebalance, unbalanced, vertical, horizontal,</p>	<p>Portrait, linear, feathering, pointillism, scumbling, light, shade, Tonal, Shading, gallery, exhibition</p>

	Term	Autumn	Spring	Summer



DT	Deliberate Practice (Skills)	<div>Deliberate Practise Vocabulary: product analysis, target audience, design decisions, authentic, design specification, prototype, mock up, functionality, final product, formulate, research</div> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li><b>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</b> joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li><b>investigate and analyse a range of existing products</b></li> <li><b>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b></li> <li>understand how key events and individuals in design and technology have helped shape the world Technical knowledge</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p>apply their understanding of computing to program, monitor and control their products.</p>		
	Knowledge Assessment questions:	<b>Greeting cards - Light up</b>  <u>Assessment questions - card</u> <a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/electrical-systems-electronic-greetings-cards/assessment-dt-y5-electrical-systems-electronic-greeting-cards/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/electrical-systems-electronic-greetings-cards/assessment-dt-y5-electrical-systems-electronic-greeting-cards/</a> <ul style="list-style-type: none"> <li>Can the children explain what a greetings card is and give examples?</li> <li>Can the children explain what product analysis is?</li> <li>Can the children draw and make a series circuit with an LED, battery and two wires?</li> <li>Can the children name and identify an LED, wire, buzzer, battery (the components)?</li> <li>Can the children discuss the importance of Roland Hill in developing the postal system?</li> </ul>	<b>Food Bolognese</b> <ul style="list-style-type: none"> <li><b>Assessment questions - Bolognese</b></li> <li><a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/food-what-could-be-healthier/assessment-dt-y5-food-what-could-be-healthier/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/food-what-could-be-healthier/assessment-dt-y5-food-what-could-be-healthier/</a></li> <li></li> <li>Can the children explain what the term 'technique' means?</li> <li>Can the children explain what a balanced diet means and give examples of this?</li> <li>Can the children explain what the method of a recipe is?</li> <li>Can the children explain what cross-contamination is?</li> <li>Can the children explain what welfare is with regards to farm animals?</li> <li>Can the children amend a recipe to create their own bolognese sauce?</li> <li>Can the children follow a method to make a Bolognese sauce?</li> <li></li> </ul>	<b>Bridges - Isambard Kingdom Brunel</b>  <b>Assessment questions</b> <a href="https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/structure-bridges/assessment-dt-y5-structures-bridges/">https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/structure-bridges/assessment-dt-y5-structures-bridges/</a> <ul style="list-style-type: none"> <li>Can the children name some tools which are used in a workshop?</li> <li>Can the children say what some of the tools are used for?</li> <li>Can the children name some different kinds of bridges?</li> <li>Can the children say where some of these types of bridges are found?</li> <li>Can the children identify some materials bridges are made from?</li> <li>Can the children identify the suitability of some materials for making bridges?</li> <li>Can the children recall some key facts about Isambard Kingdom Brunel and why he is significant to bridge building?</li> </ul> <p>Can the children critically evaluate their finished product</p>
	Vocabulary	Battery, buzzer, circuit, component, conductor, copper, design criteria, function, innovative, LED, modify, series circuit, switch, target audience, test, wire	Cross contaminations, beef, diet, ethical, farm, healthy, ingredients, method, nutrients, packaging, recipe, research, substitutes, supermarket, vegan, welfare	Beam bridge, arch bridge, compression, evaluation, file, force, measure predict, reinforce, research, right angle, shape, strong, structure, suspension bridge, test, truss, weak, strong
	Term	Autumn	Spring	Summer



Computing	<b>Deliberate Practice (Skills)</b>	<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>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital data</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data</li> <li><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify <b>report concerns about content and contact</b></b></li> </ul>		
	<b>Continuous provision</b>	<p>Our computing curriculum aims to explicitly teach Computer Science Skills.</p> <p>Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.</p>		
	<b>Knowledge Assessment questions:</b>	<b>National Online Safety Unit – Managing Online Information</b> <b><u>Assessment Questions</u></b>  <b>5.1 Systems and searching</b> <ul style="list-style-type: none"> <li>explain that computers can be connected together to form systems</li> <li>explain that systems are built using a number of parts</li> <li>describe the input, process, and output of a digital system I can explain that computer systems communicate with other devices</li> <li>recognise the role of computer systems in our lives I can identify tasks that are managed by computer systems</li> <li>identify the human elements of a computer system</li> <li>explain the benefits of a given computer system</li> <li>explain how to keep my personal information safe online</li> <li>identify how to use a search engine</li> <li>make use of a web search to find specific information</li> <li>refine my web search</li> <li>compare results from different search engines I can recognise trustworthy websites</li> </ul>	<b>National Online Safety Unit – Managing Online Information/ Copy right and ownership</b> <b><u>Assessment Questions</u></b>  <b>5.3 selection in physical computing</b> <ul style="list-style-type: none"> <li>Describe the requirements of the task, including the use of selection</li> <li>Construct a wiring diagram to show how components will be connected</li> <li>Build a model that supports the hardware that will be used in the task</li> <li>Write an algorithm that uses selection to control a sequence using output devices</li> <li>Combine appropriate blocks to implement their algorithm Suggest a strategy to fix the code when it is not working</li> <li>Test their code with their model</li> <li>Evaluate how successful they were in meeting the task requirements</li> </ul>	<b>National Online Safety Unit – Managing Online Information/ Health and well being</b> <b><u>Assessment Questions</u></b>  <b>5.6 selection in quizzes</b> <ul style="list-style-type: none"> <li>explain how selection is used in computer programs</li> <li>recall how conditions are used in selection</li> <li>identify conditions in a program</li> <li>modify a condition in a program</li> <li>relate that a conditional statement connects a condition to an outcome</li> <li>can use selection in an infinite loop to check a condition</li> <li>identify the condition and outcomes in an 'if... then... else...' statement</li> <li>create a program that uses selection to produce different outcomes</li> <li>implement my algorithm to create the first section of my program</li> <li>test my program I can share my program with others</li> </ul>
	<b>Vocabulary</b>	System, connection, digital, input, process, storage, search, search engine, refine, links, algorithm	Microcontroller, USB, components, output, switch, programme, debug, circuit, power, cell, buzzer.	Selection, condition, outcomes, statement, algorithm, debug, question, input, task, run, setup operator.
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

Deliberate Practise Vocabulary:

Responsible online communication  
Informed choices  
Virus threats  
Blogs  
Messaging  
Cyber bullying

	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. e.g. Creation and Flood narratives in the Bible and Qur'an) and beginning to take the historical-social situations into account.</li> <li>Pupils can make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews.</li> <li>Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work, taking religious texts into account.</li> <li>Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter).</li> <li>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing.</li> <li>Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work on Creation and the Flood, taking religious texts into account.</li> <li>Pupils can make simple links between sacred (and other) texts (e.g. Creation and Flood narratives in the Bible and Qur'an and the Bhagavad Gita) and today's world, exploring how texts are used in both religious and non-religious worldviews.</li> <li>Pupils can engage in more confident quantitative and qualitative data analysis.</li> <li>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing to find out what interpretations different people might make of sacred stories.</li> <li>Pupils can engage in more confident quantitative and qualitative data analysis, such as the 2021 Census data.</li> <li>Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors or engaging with case studies of local religious communities).</li> <li>Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner.</li> <li>Pupils are developing an awareness of morality – gaining knowledge of values, ethics and deciding what these mean for them and for others.</li> </ul> <div data-bbox="1451 292 2190 419"> <b>Deliberate practice vocabulary</b> </div> <p>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing. · Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).</p>		
	<b>Layover Units</b>	<p>Sikh:</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> <li>What is unique about the Sikh understanding of God/supreme being (Waheguru)</li> <li>Are all Sikhs the same? (Khalsa and non-affiliation)</li> </ul> <p>What is the significance of the gurdwara? (langar)</p>		
<b>RE</b>	<b>Knowledge Assessment questions:</b>	<p><u>Unit U2.1</u></p> <p><u>Assessment questions</u></p> <p><u>Who is Jesus ?(2)</u></p> <ul style="list-style-type: none"> <li>Do pupils know that the same stories with the same figures can be told differently in different sacred texts and that those in religious stories can be seen as important in different ways and for different reasons?</li> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics?</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews?</li> </ul>	<p><u>Unit U2.2</u></p> <p><u>Assessment questions</u></p> <p><u>Why might ancient stories still be so important for religion and world views today?</u></p> <ul style="list-style-type: none"> <li>Do pupils know that there are ways of interpreting texts (e.g. Creation &amp; Flood narratives in the Bible and Qur'an) and the Bhagavad Gita) that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time.?</li> <li>Do pupils know that religious art can interpret sacred texts (e.g. Creation and Flood narratives) and stories in different ways, revealing the worldview of the artist.?</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews (e.g. the type of</li> </ul>	<p><u>Unit U2.3 &amp; U2.4</u></p> <p><u>Assessment questions</u></p> <p><u>Do religions change or do they stay the same?</u></p> <ul style="list-style-type: none"> <li>Do pupils know that worldviews are 'embodied', for example through choices around headwear and clothing. ·</li> <li>Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics? (using Sikhi and Buddhist traditions as case studies).</li> <li>Do pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldview? (referring to Humanist worldviews and the global and local diversity of Christianity as examples).</li> </ul> <p><u>U2.4</u></p> <p><u>What might it mean to live well?</u></p>

			interpretation they might favour) but not the complexities of individual worldviews? (what that interpretation actually is).	<ul style="list-style-type: none"> <li>Do pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed? Can pupils know that what it means to live well can and will be interpreted differently and that people will draw upon different types of knowledge, values and ethics?</li> <li>Do pupils know that worldviews are 'embodied' ?(explored through the concept of prayer).</li> <li>Do pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews?</li> <li>Do pupils know that lived expressions of worldviews can be accessed via ethnography (observation and participation) and that people can play an important role in shaping organised and institutional worldviews?</li> </ul>
	<b>Vocabulary</b>	<i>Jesus Christ Messiah Prophet Fulfilment Succession</i>	hermeneutics interpretation mesh tradition revelation midrash Bible Qur'an Bhagavad Gita myth literal symbolic Abrahamic deluge sacred surah gunas moksha shruti smriti	census gurdwara Langar oneness of humanity diversity Renaissance Reformation Enlightenment agnostic atheist theist ethics values embodied religion gharma karma puja Guru Granth Sahib prayer Sunnah ritual artha moksha Guru Nanak Hadith ethics morality

--	--	--	--	--

	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>PE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li><b>use running, jumping, throwing and catching in isolation and in combination</b></li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li><b>develop flexibility, strength, technique, control and balance [for example, through athletic activities]</b></li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li><b>compare their performances with previous ones and demonstrate improvement to achieve their potential</b></li> </ul>		
	<b>Knowledge Assessment questions:</b>	<b>Assessment Questions</b> <b>Dance</b> <ul style="list-style-type: none"> <li>Can children evaluate and improve a dance performance?</li> <li>Can children name the muscles/body parts that they need to warm up and cool down for dance?</li> <li>Can children respond to a stimulus to create movement patterns?</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Can children make up a sequence and adapt it dependent on apparatus?</li> </ul>	<b>Assessment Questions</b> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Can children explain what is meant by attacking and defending?</li> <li>Can children explain or show different ways to attack and defend?</li> <li>Can children talk about formation and tactics?</li> <li>Can children support their team?</li> <li>Can children explain how to get ready for a game? E.g. warm up, right clothing and footwear, equipment needed.</li> </ul>	<b>Assessment Questions</b> <b>Athletics</b> <ul style="list-style-type: none"> <li>Can children perform an action and get a consistent result? E.g. run 100m in a set time, jump a certain distance, throw an object a certain distance.</li> <li>Can children sustain pace over longer distance?</li> <li>Can children show you a controlled throw and jump?</li> <li>Can children identify why exercise is beneficial?</li> </ul>

Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance, agility, co-ordination, team, attack and defend, technique, control, flexibility, personal best.

		<ul style="list-style-type: none"> <li>Can children use combinations of dynamics to use space?</li> <li>Can children plan a sequence?</li> <li>Can children identify the benefits of gymnastics?</li> <li>Can children set out and do risk assessments based on equipment?</li> <li>Can children evaluate their performance?</li> <li>Can children say what they need to do improve their performance?</li> <li>Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<ul style="list-style-type: none"> <li>Can children explain the benefits of exercising or playing an invasion game?</li> <li>Can children evaluate their performance?</li> <li>Can children say what they need to do improve their performance?</li> <li>Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<ul style="list-style-type: none"> <li>Can children evaluate their performance?</li> <li>Can children say what they need to do improve their performance?</li> <li>Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>
	<b>Vocabulary</b>	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate



	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
--	-------------	---------------	---------------	---------------

<b>Music</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li><b>listen with attention to detail and recall sounds with increasing aural memory</b></li> <li><b>use and understand staff and other musical notations</b></li> <li><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures and from great composers and musicians</b></li> <li>develop an understanding of the history of music.</li> </ul> <div> <b>Deliberate Practise Vocabulary:</b>   Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo. </div>		
	<b>Knowledge Assessment questions:</b>	<b>Unit 1 – <i>Livin’ on a Prayer</i></b> - To learn about rock anthems <b><u>Assessment Questions</u></b> <ul style="list-style-type: none"> <li>Can children Identify the structure of the piece?</li> <li>Can children name the instruments in the piece and their range (high, mid, low)?</li> <li>Can children find the pulse in the piece?</li> <li>Are children aware of changes in tempo and dynamics?</li> </ul>	<b>Unit 2 – Classroom Jazz 1</b> - To know about jazz, improvisation, and swing music <b><u>Assessment Questions</u></b> <ul style="list-style-type: none"> <li>Can children play the instrumental part by ear?</li> <li>Can children improvise in a Bossa Nova style using G A and B?</li> <li>Can children improvise in a swing style?</li> <li>Can children demonstrate syncopation against a steady pulse?</li> </ul>	<b>Unit – <i>Fresh Prince of Bel Air</i></b> - To explore pop music and how it was written <b><u>Assessment Questions</u></b> <ul style="list-style-type: none"> <li>Can children compose a simple melody using simple rhythms?</li> <li>As above with the notes C D and E?</li> <li>As above with the addition F and G?</li> <li>Can children recognise music from different eras?</li> </ul>
	<b>Vocabulary</b>	<b>Unit 1</b> - Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise <b>Unit 2</b> - Bossa Nova, syncopation, swing, note values, Big bands, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise	<b>Unit 2</b> - Bossa Nova, syncopation, swing, note values, Big bands, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise	<b>Unit 3</b> - verse structure, interlude, chorus, improvise, compose, cover, pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody

	Term	Autumn		Spring		Summer	
French	Deliberate Practice (Skills)	<ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>engage in conversations; ask and answer questions; express opinions and respond to those of others;</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud</li><li>present ideas and information orally to a range of audiences*</li><li>read carefully and show understanding of words, phrases and simple writing</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>describe people, places, things and actions orally* and in writing</li></ul> <div>Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like , I do not like, my name is, Numbers, months, days, colours, body parts, I like, I do not like, well done, excellent.</div>					
	Knowledge Assessment questions:	<b>Bon appétit, bonne santé – Stage 3</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children listen and respond to opinions about food ?</li><li>Can children talk about whether food is healthy or not ?</li><li>Can children order food and drink, including specifying filling/flavour?</li><li>Can children identify the different sounds represented by the grapheme ‘a’ in French ?</li><li>Can children use a variety of conjunctions? Can children compare French and English school lunchtimes?</li><li>Can children say the names of some foods in French?</li></ul>		<b>Je suis le musician – Stage 3</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children listen and respond to opinions about music and musical instruments?</li><li>Can children ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular? Can children identify masculine and feminine nouns and select the appropriate pronoun? Can children give positive and negative opinions, with reasons?</li><li>Can children write a short text about music ? Can children explore the difference between the ‘u’ and ‘ou’ sounds in French?</li><li>Can children recognise when to use tu and vous?</li></ul>		<b>En route pour l’école – Stage 3</b>  <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children listen to and follow simple and longer directions in French?</li><li>Can children recite and use the French alphabet ?</li><li>Can children begin to understand liaison in French?</li><li>Can children communicate the need for help?</li><li>Can children understand and tell the time (‘o’clock’ and ‘half past’)?</li><li>Can children understand, give and sequence instructions?</li><li>Can children pronounce the ‘r’ sound correctly in French?</li></ul>	
	Vocabulary	Dans le sac, il y a ... In the bag, there is ... et and aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise It is good/bad pour la santé. for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/ They are good/bad. (f. pl.) mauvaises. un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l’eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza		Tu joues ... ? Do you play ...? Je joue du saxophone/ I play the saxophone/ piano/violon. piano/violin. Je joue de la guitare/ I play the guitar/ clarinette/batterie. clarinet/drums. Je ne joue pas de/d’ I don’t play Il/Elle joue He/She plays C’est génial ! It’s brilliant! C’est nul ! It’s rubbish! le jazz jazz le reggae reggae la musique pop pop music la musique classique classical music le saxophone the saxophone le piano the piano le violon the violin la guitare the guitar la clarinette the clarinet la batterie the drums		Quand je vais à l’école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais ... I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il est une heure et demie, it’s half past one, deux heures et demie, etc. half past two, etc. Je vais à l’école à huit I go to school at heures et demie. half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don’t understand. Répétez, s’il vous plaît. Repeat, please. (formal or plural) le magasin the shop le café the café le musée the museum le bureau de poste the post office la rivière the river la gare the railway station	
	Term	Autumn		Spring		Summer	
PSHE	Theme	Being Me in My World / Celebrating Difference		Dreams and Goals/ Healthy Me		Relationships/ Changing Me	
	Knowledge Assessment	The children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore	The children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own	The children share their dreams and goals and how they might need money to help them achieve them. They	The children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn	Children learn about the importance of self-esteem. They learn about age-limits and also age-	The children revisit self-esteem, self-image and body image. They also reflect on how social media and the media



	<p><b>questions:</b></p> <p><i>their rights and responsibilities as a member of their class, school, wider community and the country they live in. They also learn about democracy, how it benefits the school and how they can contribute towards it.</i></p> <ul style="list-style-type: none"> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> </ul>	<p><i>feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying. The children consider happiness regardless of material wealth and respecting other people's cultures.</i></p> <ul style="list-style-type: none"> <li>• Know external forms of support in regard to bullying e.g. Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know that rumour-spreading is a form of bullying online and offline</li> <li>• Appreciate the value of happiness regardless of material wealth</li> <li>• Identify their own culture and different cultures within their class community</li> <li>• Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>• Develop respect for cultures different from their own</li> </ul>	<p><i>consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.</i></p> <ul style="list-style-type: none"> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</li> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know that different jobs pay more money than others</li> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<p><i>about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</i></p> <ul style="list-style-type: none"> <li>• Know basic emergency procedures, including the recovery position</li> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know how to get help in emergency situations</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</li> <li>• Respect and value their own bodies</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> </ul>	<p><i>appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use.</i></p> <ul style="list-style-type: none"> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> <li>• Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</li> <li>• Can suggest strategies for staying safe online/ social media</li> <li>• Can say how to report unsafe online/social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest</li> </ul>	<p><i>can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail. Children are encouraged to ask questions and seek clarification about anything they don't understand regarding sexual intercourse. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate.</i></p> <ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know that some people need help to conceive and might use IVF</li> <li>• Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>• Can celebrate what they like about their</li> </ul>
--	--	--	---	--	---	--

						strategies for managing unhelpful pressures online or in social networks	<p>own and others' self-image and body image</p> <ul style="list-style-type: none"> <li>• Can suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>• Can ask questions about puberty to seek clarification</li> </ul>
	<b>Vocabulary</b>	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights