



**CURRICULUM MAP Year 5 2021-2022**

| Subject/ Term | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
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| English       | Take One Book – Flotsam<br>Myths and Legends<br>Explanation Texts<br>Poetry<br><b>Spelling</b><br>Recap of the Year 3 and 4 spelling rules.<br>Words ending with the suffixes: <ul style="list-style-type: none"> <li>• tious</li> <li>• cious</li> <li>• tial</li> <li>• cial</li> <li>• ant</li> <li>• ance</li> <li>• ancy</li> <li>• ent</li> <li>• ence</li> <li>• ency</li> </ul> Words from the Year 5 and 6 National Curriculum list. | Biographies and Autobiographies<br>The Tempest<br>Instructions<br><b>Spelling</b><br>Recap of the Year 3 and 4 spelling rules.<br>Words ending with the suffixes: <ul style="list-style-type: none"> <li>• able</li> <li>• ible</li> <li>• ibly</li> <li>• ably</li> </ul> Words containing the letter string <ul style="list-style-type: none"> <li>• ough</li> </ul> Words that include silent letters<br>Words from the Year 5 and 6 National Curriculum list. | Mystery Stories<br>Book Week<br>Persuasive Texts<br><b>Spelling</b><br>Words from the Year 5 and 6 National Curriculum list. | Take One Book – Holes<br>Newspaper Reports<br><b>Spelling</b><br>Words from the Year 5 and 6 National Curriculum list. | Discussion Texts<br>Take One Book – Wonder<br>Biographies<br><b>Spelling</b><br>Words ending with the suffixes: <ul style="list-style-type: none"> <li>• tious</li> <li>• cious</li> <li>• tial</li> <li>• cial</li> <li>• ant</li> <li>• ance</li> <li>• ent</li> <li>• ence</li> <li>• able</li> <li>• ible</li> </ul> Words from the Year 5 and 6 National Curriculum list. | Sci-Fi Stories<br>Reports<br>Cultural Poems<br><b>Spelling</b><br>Words ending with the suffixes: <ul style="list-style-type: none"> <li>• ibly</li> <li>• able</li> <li>• ough</li> </ul> Words that include silent letters<br>Words from the Year 5 and 6 National Curriculum list. |
| Maths         | <b>Number and Place Value</b><br>Read, write, order and compare numbers to at least 1000000 and   | <b>Multiplication and Division</b><br>Multiply and divide numbers mentally drawing upon known facts.  | <b>Multiplication and Division</b><br>Multiply numbers up to 4 digits by a one or two digit number using a formal written    | <b>Fractions</b><br>Add and subtract fractions with the same denominator and denominators                              | <b>Decimals</b><br>Solve problems involving number up to three decimal places.   | <b>Position and Direction</b><br>Identify, describe and represent the position of a shape following a reflection or   |

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|  | <p>determine the value of each digit.<br/>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.<br/>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.<br/>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000<br/>Solve number problems and practical problems that involve all of the above.<br/>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><b>Addition and Subtraction</b><br/>Add and subtract numbers mentally with increasingly large numbers.<br/>Add and subtract whole numbers with</p> | <p>Multiply and divide whole numbers by 10, 100 and 1000.<br/>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> | <p>method, including long multiplication for 2 digit numbers.<br/>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p><b>Fractions</b><br/>Compare and order fractions whose denominators are multiples of the same number.<br/>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.<br/>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>+ = 1</math> ]</p> <p><b>Perimeter and Area</b><br/>Measure and calculate the</p> | <p>that are multiples of the same number.<br/>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.<br/>Read and write decimal numbers as fractions [ for example <math>0.71 = \frac{71}{100}</math> ]<br/>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p><b>Decimals</b><br/>Read, write, order and compare numbers with up to three decimal places.<br/>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.<br/>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p><b>Percentages</b></p> | <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.<br/>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p><b>Angles</b><br/>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.<br/>Draw given angles, and measure them in degrees (<math>^{\circ}</math>)<br/>Identify: angles at a point and one whole turn (total <math>360^{\circ}</math>), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>) other multiples of <math>90^{\circ}</math></p> <p><b>Shapes</b><br/>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> | <p>translation, using the appropriate language, and know that the shape has not changed.</p> <p><b>Converting Units of Measure</b><br/>Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml)<br/>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.<br/>Solve problems involving converting between units of time.</p> <p><b>Volume</b><br/>Estimate volume [for example using <math>1\text{cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]<br/>Use all four operations to solve problems involving measure</p> |
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|  | <p>more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.</p> <p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables.</p> |   | <p>perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>,m<sup>2</sup> estimate the area of irregular shapes.</p> | <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{4}</math> and those fractions with a denominator of a multiple of 10 or 25.</p> | <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> |   |
| <p>Theme Curriculum (inc History, Geography &amp; Art)</p> | <p><b><u>Let the Battle Commence</u></b></p> <p><b>History &amp; Geography</b></p> <p>I can name and label the countries that the Vikings came from.</p> <p>I can name the countries that border</p>   | <p><b><u>The Mysterious Maya</u></b></p> <p><b>History &amp; Geography</b></p> <p>I can show on a world map where South America is.</p> <p>I can label where the Mayas lived on a map of America.</p> | <p><b><u>Global Impact</u></b></p> <p><b>History &amp; Geography</b></p> <p>I can label Arctic and the Antarctic on a map of the World.</p> <p>I can locate South America, Eastern</p>   | <p><b><u>Global Citizens</u></b></p> <p><b>History &amp; Geography</b></p> <p>I can list 3 ways that humans are impacting our environment.</p> <p>I can plan a village walk to identify 5 human or physical</p>  | <p><b><u>Amazon Explorers</u></b></p> <p><b>History &amp; Geography</b></p> <p>I can label South America on a world map.</p> <p>I can name 5 countries in South America.</p>                                    | <p><b><u>Amazon Adventures</u></b></p> <p><b>History &amp; Geography</b></p> <p>I can identify and label 5 physical features of South America.</p> <p>I can use maps to identify changes to</p> |

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|  | <p>Denmark, Norway and Sweden.<br/>I can name the seas and oceans bordering the UK, Denmark, Norway and Sweden.<br/>I can explain who Alfred the Great is.<br/>I can say what happened when the Vikings invaded Scotland.<br/>I can explain one main battle between the Saxons and Vikings and how this ended.<br/>I can say what happened in 1066 and order the events leading to the end of the Vikings.</p> <p><b>Art</b><br/>I can create my own colour wheel using colouring pencils.<br/>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.</p> | <p>I can name three things the Mayas invented.<br/>I can give the year the first Mayas were identified.<br/>I can name the three time periods of the Maya period.<br/>I can give reasons as to why the Mayas went into hiding.<br/>I can compare the main similarities and differences between the Mayas and the Anglo-Saxons.<br/>I can evaluate the usefulness and reliability of a source for information.</p> <p><b>Art</b><br/>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.<br/>I can use bold colours and patterns to create a Maya mask.</p> | <p>Europe and the UK on a map of the world.<br/>I can explain the difference between the tropic of Cancer and the tropic of Capricorn.<br/>I can use maps to identify the changes to the World over a period of time.</p> <p><b>Art</b><br/>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.<br/>I can create a mixed media piece inspired by the work of Banksy.<br/>I can evaluate my work using appropriate vocabulary.</p> <p><b>Music</b><br/>I can identify the impact Band Aid had on music (compare different covers.)</p> | <p>impacts in Holmer Green.<br/>I can use 8 points of a compass, an OS map and at least 5 symbols to plan my route.<br/>I can explore how humans have adapted their methods to save the planet.<br/>I can identify two main scientists to have an impact on climate change.</p> <p><b>Art</b><br/>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.<br/>I can blend oil pastels to create images inspired by Oscar Niemeyer's buildings.<br/>I can evaluate my work using appropriate vocabulary.</p> <p><b>Music</b></p> | <p>I can label the vegetation belts across American and give reasons for the differences.<br/>I can compare the formation of the river Thames and the Amazon.<br/>I can compare the similarities of climate in the UK and in South America.<br/>I can use an atlas to label my own map.</p> <p><b>Art</b><br/>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.<br/>I can create observational sketches, of orchids, in the style of Georgia O'Keefe.<br/>I can evaluate my work using appropriate vocabulary.</p> | <p>South America over time.<br/>I can identify two differences and two similarities to Art in South America from the past and present day.<br/>I can identify two similarities and differences to Religion in South America from the past and present day.</p> <p><b>Art</b><br/>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.<br/>I can test a variety of different mediums to create an image based on Tiger in a Tropical Storm by Henri Rousseau.<br/>I can evaluate my work using appropriate vocabulary.</p> |
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|         | <p>I can use existing designs to create a 3D Viking brooch.</p> <p>I can evaluate my work using appropriate vocabulary.</p> <p><b>Music</b></p> <p>I can sing Viking chants using the correct pitch and volume.</p> <p>I can play the notes C,D,G,E and F on a brass instrument.</p>   | <p>I can evaluate my work using appropriate vocabulary.</p> <p><b>Music</b></p> <p>I can play the notes C,D,G,E and F on a brass instrument.</p>  | <p>I can play the notes C, D, G, E, F, A and B on a brass instrument.</p>   | <p>I can understand the impact the Modern and Contemporary periods had on music.</p> <p>I can perform short pieces of music on a brass instrument, varying dynamics and tempo.</p>  | <p><b>Music</b></p> <p>I can play the notes C, D, G, E, F, A and B on a brass instrument.</p> <p>I can explain the meaning of most of the words below; pitch, duration, dynamics, tempo, timbre, texture and structure.</p>  | <p><b>Music</b></p> <p>I can play the notes C, D, G, E, F, A and B on a brass instrument.</p> <p>I can compose Samba rhythms using taught notation on the stave and brass instruments.</p>  |
| Science | <p><b>Materials</b></p> <p>Properties of Materials<br/><i>(properties and separation)</i></p> <p><i>Reversible and irreversible reactions.</i></p> <p>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and</p> | <p><b>Materials</b></p> <p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> | <p><b>Earth and Space</b></p> <p>Investigating the shape, size and movement of the earth, moon and sun.</p> <p>Understanding how the movement and tilt of the earth affect the sunrise and time zones.</p> <p>To know that the moon moves around the earth and know how this affects living things and the weather.</p> | <p><b>Forces</b></p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>To identify the effects of air resistance, water resistance and</p> | <p><b>Living Things</b><br/><i>(germination &amp; plants)</i></p> <p>To describe the life process of reproduction in some plants.</p> <p>To ascertain the accumulated knowledge of plants.</p> <p>To investigate the processes that take place in germination.</p> <p>To investigate the structure of single and composite flowers.</p> <p>To describe the life process of</p> | <p><b>Animals including humans</b></p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To describe the changes as humans develop to old age.</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> |

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|           | <p>thermal), and response to magnets<br/>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>                                   | <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes<br/>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> | <p>Learning the order of the planets and about their moons and studying constellations of stars.<br/>Studying the life and work of Galileo and Copernicus and investigating galaxies.<br/>To describe the movement of the earth relative to the sun in the solar system.</p> | <p>friction, that act between moving surfaces.<br/>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.<br/>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>reproduction in some plants.<br/>To identify the pollen producing and pollen receiving parts of the flower.<br/>To identify pollinating insects.<br/>To identify wind pollinated plants and importance of wind pollination to cereal crops.<br/>To explore the diversity of seed dispersal.<br/>To discuss the ways in which seeds are dispersed.<br/>To describe the life process of reproduction in some plants.</p> | <p>To describe the changes as humans develop to old age.<br/>To describe the changes as humans develop to old age.</p>   |
| Computing | <p><b>Game Development – Pong</b><br/>I can use selection, repetition and variables in my code.<br/>I can decompose complex algorithms.<br/>I can use various inputs and outputs in coding.<br/>I can improve and debug algorithms.</p> | <p><b>Game Development – Cat and Mouse</b><br/>I can make predictions about an algorithm.<br/>I can explain the function of pieces of code.<br/>I can sequence blocks to rebuild the game.<br/>I can modify the game to make it harder or easier.</p>  | <p><b>Computing networks – sharing information</b><br/>I can explain that computers can be connected together to form systems.<br/>I can recognise the role of computer systems in our lives.<br/>I can recognise how information is</p>                                     | <p><b>Creating media – photo editing</b><br/>I can explain that digital images can be changed.<br/>I can change the composition of an image.<br/>I can describe how images can be changed for different uses.</p>  | <p><b>Data and information – Flat File Databases</b><br/>I can use a form to record information.<br/>I can compare paper and computer-based databases.<br/>I can apply my knowledge of a database to ask and answer real-world questions.</p>   | <p><b>Coding – drawing shapes</b><br/>I can use repeat commands in algorithms.<br/>I can identify the interior angles of different 2D shapes.<br/>I can use the pen function in Scratch.<br/>I can investigate how to draw different</p> |

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|    |  | <p>I can debug the algorithm for the game.</p> <p>I can use selection and repetition to create my own version of the game.</p>  | <p>transferred over the internet.</p> <p>I can explain how sharing information online lets people in different places work together.</p> <p>I can contribute to a shared project online.</p> <p>I can evaluate different ways of working together online.</p>   | <p>I can make good choices when selecting different tools.</p> <p>To recognise that not all images are real.</p> <p>I can evaluate how changes can improve an image.</p>  | <p>I can explain that tools can be used to select data to answer questions.</p>   | <p>shapes and patterns in Scratch.</p>  |
| PE | <p><b>Football</b></p> <p>To communicate well with team mates.</p> <p>To develop shooting skills with both feet.</p> <p>To tackle safely.</p> <p>To develop attacking and defending skills</p> <p><b>Gymnastics</b></p> <p>To use static body positions when performing key skills.</p> <p>To absorb weight when landing.</p> <p>To have control and balance using various body parts as bases.</p> <p>To perform handstands and cartwheels correctly using weight on hands.</p> | <p><b>Handball</b></p> <p>Bouncing the ball with one hand as per the rules.</p> <p>Moving into space at the right time to lose a defender.</p> <p>Take leadership roles in warm ups and team management.</p> <p><b>Gymnastics</b></p> <p>To jump and leap correctly to create shapes in flight.</p> <p>To travel across the floor and on apparatus.</p> <p>To perform routines and movements on apparatus with a partner.</p> | <p><b>Swimming</b></p> <p>Pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Use recognised arm and leg actions, lying on their front and back.</p> <p>Use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling,</p> | <p><b>Swimming</b></p> <p>Pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Use recognised arm and leg actions, lying on their front and back.</p> <p>Use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling,</p> | <p><b>Athletics</b></p> <p>To ensure that hurdles are cleared safely with good technique.</p> <p>To understand about long-distance pacing when tackling longer distances.</p> <p>To develop good running, jumping and throwing techniques, including relay skills.</p> <p>To develop personal best strategies and techniques to improve.</p> <p><b>Tennis</b></p> <p>To develop batting skills through practice</p> | <p><b>Athletics</b></p> <p>To ensure that hurdles are cleared safely with good technique.</p> <p>To understand about long-distance pacing when tackling longer distances.</p> <p>To develop good running, jumping and throwing techniques, including relay skills.</p> <p>To develop personal best strategies and techniques to improve.</p> <p><b>Cricket</b></p> <p>To develop batting skills through practice.</p> |

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|    |   |   | <p>floating and surface diving].</p> <p><b>Dance</b></p> <p>To respond imaginatively to a range of stimuli related to character and narrative.</p> <p>To use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.</p> <p>To perform dances clearly and fluently.</p>  | <p>floating and surface diving].</p> <p><b>Dance</b></p> <p>To describe, interpret and evaluate dance, using appropriate language.</p> <p>To refine, repeat and remember dance phrases and dances.</p> <p>To perform dances clearly and fluently.</p> | <p>To develop attacking and defensive shots</p> <p>To bowl the ball using good technique and accuracy</p> <p>To field the ball using good technique</p> <p>To develop teamwork and communication skills</p> | <p>To develop attacking and defensive shots</p> <p>To bowl the ball using good technique and accuracy.</p> <p>To field the ball using good technique.</p> <p>To develop teamwork and communication skills.</p> |
| RE | <p><b>Symbolism</b></p> <p>Pupil Experience:</p> <p>Reflect on symbols that are meaningful to you – these could be symbols they use or see every day – division sign, Nike, Starbucks etc.</p> <p>Relate to other children’s and discuss why these stand out or mean something to them.</p> <p>Religious Experience:</p> <p>Research the symbols used for Christianity and their meaning – God as the creator, father, so and holy spirit, crucifix, dove, light.</p> <p>Research the symbols used for the Islamic community – 99 names, no pictures of Allah, calligraphy, power of recitation in Arabic.</p> <p>Research the symbols used in Hinduism Brahman, Gods and Goddesses, murtis, fire, light, rituals, body postures.</p> | <p><b>Rites of Passage</b></p> <p>Pupil Experience:</p> <p>Identify the rites of passage they go through in life – birth, growing up, going to school, getting married, going to senior school etc.</p> <p>Reflect on the most important rite of passage to them now and in the future what it might be and compare these with peers.</p> <p>Religious Experience:</p> <p>Research the rituals associated with birth, marriage, and death in Christianity, Islam and Hinduism.</p> <p>Reflect on the similarities and differences are in the religions and their rites of passage.</p> <p>Debate the effects some of the rites of passage may have on the individuals.</p> <p>Universal Experience:</p> | <p><b>Festivals</b></p> <p>Pupil Experience:</p> <p>Identify the festivals/ celebrations they think are important and compare these across the class.</p> <p>Relate these to other festivals around the world.</p> <p>Religious Experience:</p> <p>Research the different festivals in Christianity: Easter, Lent, Advent, Christmas, Harvest, and Pentecost.</p> <p>Compare how these are celebrated and interpreted differently across different denominations.</p> <p>Research the festivals in Hinduism of Holi, Diwali and Navaratri</p> <p>Include any other religious festival from another religion (based on your class.)</p> |   |   |  |



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|       | <p>In a sensitive manner, ask children to reason why these are similar and different across religions – relating this to their own experiences.</p> <p>Universal Experience:<br/>Apply their beliefs from their own experiences and the religions as to how the symbols show ideas and feelings around the world.</p> <p>Big Question:<br/>How do religions express their beliefs?</p>   | <p>Reflect on how the celebrating of rites of passage affect how the different communities live applying this to their own and others experiences.</p> <p>Relate the rites of passage to individual's values, responses and rights across the world.</p> <p>Big Question:<br/>What makes life so important?</p>  | <p>Reflect on the value and purpose to the festivals and what the important beliefs are behind them.</p> <p>Universal Experience:<br/>Reflect on the values to the festivals and link them to their own and others' experiences and how this impacts the individuals and their communities.</p> <p>Big Question:<br/>What do our celebrations show about what we think is important in life?</p>   |   |   |   |
| PSHCE | <p><b>Online Safety</b><br/>I can identify what my digital footprint is and how to keep it secure.</p> <p><b>Mental Wellbeing</b><br/>I can identify rules that are put into place to keep me safe and happy.<br/>I can identify different emotions and explain my emotions using the Zones of Regulation.<br/>I can identify that feelings and emotions change at different points in a day.<br/>I can identify how lockdown made me feel.<br/>I can identify why it is important to express my feelings.</p> | <p><b>Online Safety</b><br/>I can name the different types of bullying and how to not be a bystander.</p> <p><b>Mental Wellbeing</b><br/>I can identify what mental health means and how it can link to keeping healthy.<br/>I can identify ways to manage challenges and changes.<br/>I can explain who is responsible for my health and wellbeing and how to get advice and support if I need to.<br/>I can explain who is responsible for my health and wellbeing and how to get advice</p> | <p><b>Online Safety</b><br/>I can identify cyberbullying and know how to be a good digital citizen.</p> <p><b>Physical Health and Fitness, Healthy Eating, Respectful and Online Relationships</b><br/>I can develop skills to make my own choices about food.<br/>I can explain how to make informed choices that contribute to a 'balanced lifestyle.'<br/>I can understand how anti-social behaviour can affect wellbeing and handle, challenge or respond to it.</p> | <p><b>Online Safety</b><br/>I can identify the pros and cons of being online.</p> <p><b>Changing Adolescent Bodies and Being Safe</b><br/>I can describe the kinds of change that happen in life and the feelings associated with this.<br/>I can discuss my feelings and explain how they have changed over time<br/>I can identify the changes that happen at puberty:<br/>Bodies before, during and after puberty.<br/>How have they changed? Internal and external body parts</p> | <p><b>Online Safety</b><br/>I can discuss how data is kept and shared online.</p> <p><b>Community Project</b><br/>I can understand how what I do affects the community.<br/>I can work as a class to democratically vote on a cause that is important to our community.<br/>I can plan the structure of my project.<br/>I can work as a group to think about how to finance my project.<br/>I can think of ways of improving our community.</p> | <p><b>Online Safety</b><br/>I can identify how I should treat people online.</p> <p><b>Drugs, Alcohol and Tobacco, Health Prevention and Basic First Aid</b><br/>I can identify how to manage risks to keep myself healthy.<br/>I can make a 999 emergency call.<br/>I can get support during an emergency.<br/>I can give basic life support.<br/>I can give support to somebody with a bite or sting.<br/>I can identify some of the risks associated with using drugs.</p> |

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|        | <p>I can identify how to manage my feelings.</p> | <p>and support if I need to.</p> <p>I can critically evaluate my online behaviours</p> <p>I can identify how racism and equality has an effect on other people</p> | <p>I can explain who I am.</p> <p>I can explain how to challenge stereotypes</p> <p>I know how to keep myself and other people safe</p> <p>I know that our families are all different.</p> | <p>Change in females during puberty including:</p> <p>menstruation, other physical changes, emotional changes.</p> <p>Focus on use of products to support them.</p> <p>Change in males during puberty including: physical changes, emotional changes. Discuss sexual organs but not sexual intercourse</p> <p>Keeping themselves clean during puberty and beyond.</p> <p>Keeping safe elements to cover: underwear rule, growing and changing at different rates and how that can have effect on our self-esteem and confidence, the effect of social media on how we view our bodies, commenting on the changes of others in person and online</p> <p>I can identify whose job it is to keep me safe.</p> | <p>I can participate in my project.</p> <p>I can evaluate the effectiveness of my project.</p> |  |
| French | <b>Unit C – At school</b>                        | <b>Unit J – On Holiday</b>   | <b>Unit N – Seasons</b><br>I can name the seasons.   | <b>Unit L – Hobbies</b><br>I can name some hobbies.  | <b>Unit K – Eating Out</b><br>I can order a drink  |  |

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|  | <p>I can describe how I get to school</p> <p>I can name some rooms in the school</p> <p>I can identify items in my pencil case</p> <p>I can start to tell the time in French</p> <p>I can name some school subjects</p> | <p>I can say where I am going on holiday.</p> <p>I can name different types of accommodation.</p> | <p>I can discuss things associated with Spring and Summer.</p> <p>I can discuss things associated with Autumn and Winter.</p> | <p>I can talk about which pastimes I like and dislike.</p> <p>I can explain what I do at the weekend.</p> | <p>I can order items from an ice cream shop</p> <p>I can order food from a market</p> |
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