

# Ingrave Johnstone C of E Primary School Year Group Curriculum Overview – Year 5

Year Group: 5			
Subject	Autumn term	Spring Term	Summer Term
English	<b>Overview of knowledge</b>  <b>Ancient Greeks</b>  Poems With Figurative Language  Legends  Film & Play Script	<b>Overview of knowledge</b>  <b>Tudors</b> Stories With Historical Settings  <b>South America – geographical features</b> Poems With A Structure	<b>Overview of knowledge</b>  <b>South America – human geography</b> Classic Narrative Poetry  Persuasion  <b>The Mayans</b> Stories From Other Cultures
	<b>Overview of skills</b> <i>See Lancashire Grid Units</i>	<b>Overview of skills</b> <i>See Lancashire Grid Units</i>	<b>Overview of skills</b> <i>See Lancashire Grid Units</i>
Maths	<b>Overview of knowledge</b>  Number: Place Value (numbers to 100,000 and 1 million, compare and order, rounding, negative nos)  Number: Addition and Subtraction (range of strategies and inverse)  Statistics (line graphs, two way tables)  Number: Multiplication and Division (multiples, factors, prime nos, square nos, cube nos)  Perimeter and Area (measure/calculate perimeter, area of shapes)  Consolidation	<b>Overview of knowledge</b>  Number: Multiplication and Division (area model, divide with remainders)  Number: Fractions (equivalence, improper fractions to mixed nos and back, +/- fractions)  Fractions ctd  Number: Decimals and Percentages (D to 2 dp, as fractions, thousandths; P as fractions and decimals)  Consolidation	<b>Overview of knowledge</b>  Number: Decimals (+/- decimals within 1, crossing whole, sequences)  Geometry: Properties of Shapes (measuring angles in degrees, using protractor, angles on a straight line)  Geometry: Position and Direction (first quadrant, reflection, translation, co-ordinates)  Measurement: Converting Units (kg and km, mg and ml, metric, imperial, time)  Measures: Volume (compare and estimate volume, estimate capacity)  Consolidation

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	Overview of skills <i>See White Rose Units</i>	Overview of skills <i>See White Rose Units</i>	Overview of skills <i>See White Rose Units</i>
<p><b>Science</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>Overview of knowledge</b></p> <p><b>Space (Out of This World)</b> Know how the planets in our Solar System are organised Know about the movement of the planets in relation to the sun. Know the movement of the Moon in relation to the Earth.</p> <p><b>Super Scientists</b> Know what a scientist is and the different ways in which they work</p>	<p><b>Overview of knowledge</b></p> <p><b>Material World</b> Know the properties of a range of materials Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Know 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><b>Let's Get Moving</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p><b>Overview of knowledge</b></p> <p><b>Living Things and Their Habitats</b> <b>Recognise (Circle of Life)</b> the life process of reproduction in some animals Recognise and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>Animals Including Humans</b> <b>(Growing Up and Growing Old)</b> Recognise the changes that happen as we get older, including puberty/adolescence</p>
	<p><b>Overview of skills</b></p> <p><b>Space (Out of This World)</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p>	<p><b>Overview of skills</b></p> <p><b>Material World</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility,</p>	<p><b>Overview of skills</b></p> <p><b>Living Things and Their Habitats</b> <b>Recognise (Circle of Life)</b> Taking measurements and presenting findings from enquiries</p>

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	<p>Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Identify scientific evidence that has been used to support a theory Use simple models to explain scientific ideas</p> <p><b>Super Scientists</b> Describe the discoveries of some famous scientists Carry out some forensic tests Use forensic tests to solve a crime Identify and choose good ways of letting others know about science in the news Plan and organise a science fair</p>	<p>transparency, conductivity (electrical and thermal), and response to magnets Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials. Plan comparative or fair tests and then take accurate measurements and make accurate observations</p> <p><b>Let's Get Moving</b> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Plan, carry out and explain fair tests To set up, carry out and make sense of a variety of investigations Design and make machines that use levers, pulleys, springs and gears</p>	<p>Report and present findings from enquiries</p> <p><b>Animals Including Humans (Growing Up and Growing Old)</b> Describe the changes as humans develop to old age Compare and analyse the gestation periods of different animals Describe the changes that happen to us as we enter old age Consider the impact of living longer</p>
RE	<p><b>Overview of knowledge</b></p> <p><b>Creation and fall</b> God created the world in a very specific order.</p> <ul style="list-style-type: none"> <li>• Creation stories are found in the Old Testament, Genesis.</li> <li>• Not everyone believes the creation story.</li> </ul>	<p><b>Overview of knowledge</b></p> <p><b>(Complete Incarnation unit as above)</b></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Hindus are often vegetarian because they feel it is a way of not harming animals.</li> </ul>	<p><b>Overview of knowledge</b></p> <p><b>(Complete Salvation unit as above)</b></p> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>• Jesus said the two greatest Commandments are to love God and to love your neighbour.</li> </ul>

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- Scientific knowledge conflicts with the creation story.
  - Scientific discoveries make Christians wonder even more about the power of the Creator.
- Know that psalms are poems/songs.

### **Judaism**

- The story of Abraham is told in the Book of Genesis.
- **Judaism** is the first and oldest of the three great monotheistic faiths
- There are similarities and differences between the Christian and Jewish faiths
- There are similarities and differences between Judaism and other faiths
- The important difference between Christianity and Judaism is the Person of Jesus Christ. Christianity teaches that Jesus Christ is the fulfilment of the Old Testament prophecies of a coming Messiah, Judaism often recognizes Jesus as a good teacher, and perhaps even a prophet of God.
- The Torah (or teachings) contains the five books revealed to Moses by God on Mount Sinai. (Genesis, Exodus, Leviticus, Numbers, Deuteronomy)

### **Incarnation/God**

- Messiah or 'saviour' is important in the Jewish culture and was central to Jewish belief in the years Jesus lived and taught.

- Hindus try to follow one of three paths in their lives: bhakti yoga (loving devotion), jnana yoga (knowledge) and karma yoga (good works or actions).
- The meaning of 'karma' is that actions have consequences for one's future rebirth

### **(Complete Hinduism Unit as above)**

### **Salvation**

- Recall the events of the Easter story from previous years' learning.
- Know that Luke's Gospel describes the events for the three days after Jesus's death. Christians believe that this shows Jesus was resurrected on Easter Sunday.
- Understand that Christians believe that Jesus came to earth as God 'in the flesh' – incarnation.

Consider that if Jesus had not risen from the death, Christians may feel very different.

- Know that Jesus told the story of the wise and foolish builders (Matthew 7: 24-27) to show the importance of foundations.
- Understand that prayer has 4 main components: praise, confession, asking, thanksgiving.

Consider - What would Jesus do about ill health? Look at the work of a Christian mission for healing, e.g. The Leprosy Mission.

### **Pentecost**

- Know that Jesus sent the gift of the Holy Spirit to help his friends after he's left them.
- Understand the story of Pentecost describes the arrival of the Holy Spirit.
- Know we can reflect the Holy Spirit in our thoughts, words and actions.

### **Islam**

- Know there are similarities between the Qua'ran and the Bible
- There are many rituals associated with prayer: Wudu, facing Makkah, using a prayer carpet, prayer positions etc.
- The city of Makkah and Ka'aba played an important role in the life of Muhammed

A **Muezzin** calls Muslims to prayer

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	<ul style="list-style-type: none"> <li>• The People of God were taken into Exile in Babylon in 586BC , they return 50 years later but the promised land is still occupied. God will send a saviour.</li> <li>• Jewish followers of Jesus began to think he was the messiah Matthew 1:18-24, 2 1:12)</li> <li>• Christians believe God should be worshipped and put their beliefs into action</li> </ul> <p>God can be both loving and be angered by sin</p>		
	<p><b>Overview of skills</b></p> <p><b>Creation and fall</b></p> <ul style="list-style-type: none"> <li>• Identify the type of text psalm 8 is and its purpose.</li> <li>• Explain that psalm 8 is a response to the creation story.</li> <li>• Make connections between psalm 8 and ways Christians respond to God the creator.</li> <li>• Show understanding of why some Christians find science and creation compatible.</li> <li>• Respond to the idea that Humans have a great responsibility on Earth.</li> <li>• Show ways we could prepare for a 'visit' from God.</li> </ul> <p>Suggest own responsibilities for the world around us.</p> <p><b>Judaism</b></p>	<p><b>Overview of skills</b></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Research the three paths and explain what each is.</li> <li>• Explain what karma is and how this effects the life of Hindus.</li> </ul> <p>Debate karma and if it helps Hindus live a better life. Write an argument afterwards.</p> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>• Investigate different parts of Luke's Gospel to investigate why Christians think Jesus was resurrected. Create a group drama or hot seat activity.</li> <li>• Give reasons as to why Christians believe in the resurrection.</li> <li>• Think about how Christians would feel if the resurrection had not happened.</li> </ul>	<p><b>Overview of skills</b></p> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>• Consider what Jesus would have done in different circumstances. What would Jesus do?</li> <li>• Design a cocktail stick building using a sand base or a clay base to understand importance of foundations. Discuss what makes good foundations for life.</li> <li>• Dramatise the story 'The Centurion's Servant' (Luke 7: 1-10) and show understand of what the good news is in this story.</li> <li>• Can children identify the 4 main components of prayer when reading some prayers?</li> <li>• What would Jesus do about ill health?</li> </ul>

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	<ul style="list-style-type: none"> <li>Recall/ retell the story of Abraham, locate in Bible.</li> <li>Explain that monotheistic means 'one God'.</li> <li>Create a comparison Chart for Christianity and Judaism.</li> <li>Create a character description of Jesus from a Jewish and Christian point of view.</li> <li>Name the 5 books revealed to Moses by God on Mount Sinai.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of a 'saviour or messiah'.</li> <li>Create a wanted poster for a Messiah.</li> <li>Create a time line when the People of God were exiled, when they returned and the wait they had for Jesus to be born.</li> <li>Investigate how Jesus began to fulfil the prophecies of being the Messiah (Investigative report).</li> <li>Create a 'god' and discuss features that a god should have.</li> <li>Record features in a Church that show God is worshipped.</li> </ul> <p>Compare Gods loving actions with Gods actions to punish sin – can a person be both loving and angered?</p>	<ul style="list-style-type: none"> <li>Participate in a 'silent debate' that focuses on conflicting quotes about the resurrection.</li> <li>Consider how the mood for Christians changes a lot from Good Friday to Easter Sunday. Would it matter if the resurrection had not happened?</li> </ul> <p>Look for evidence about the belief of resurrection in hymns.</p>	<ul style="list-style-type: none"> <li>Consider the question 'what would Jesus do to make a better world?'</li> </ul> <p>Connections – discussion work on enemies becoming friends and being generous.</p> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>Recall and retell the story of Pentecost Acts 2:1-12.</li> <li>Create short scenes or freeze frames to demonstrate the values of consolation, comfort, friendship, protection and serving others.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Compare and contrast stories from the Bible and the Qua'ran</li> <li>Name rituals associated with prayer</li> <li>Take part in rituals such as wudu (hand washing)</li> <li>Find the city of Makkah on a map</li> <li>Explain why Makkah is important to Muslims</li> </ul> <p>Know that a Muezzin calls Muslims to prayer, create own call to prayer</p>
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<p><b>Computing</b></p>	<p>Overview of knowledge</p> <p>A1: We are game developers-developing an interactive game</p> <p>A2: We are cryptographers-cracking codes</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that 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>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> </ul>	<p>Overview of knowledge</p> <p>S1: We are artists-fusing geometry and art</p> <p>S2: We are web developers-creating a website about cyber safety</p> <ul style="list-style-type: none"> <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>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	<p>Overview of knowledge</p> <p>S1: We are bloggers-sharing experiences and opinions</p> <p>S2: We are architects-creating a virtual space</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour;</li> <li>• Identify a range of ways to report concerns about content and contact.</li> <li>• Be discerning in evaluating digital content.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour;</li> <li>• Identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour;</li> <li>• Identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>
	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Create original artwork and sound for a game.</li> <li>• Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.</li> <li>• Detect and correct errors in their computer game.</li> <li>• Use iterative development techniques (making and testing a series of small changes) to improve their game.</li> <li>• Be familiar with Semaphore and Morse code.</li> <li>• Understand the need for private information to be encrypted.</li> <li>• Encrypt and decrypt messages in simple ciphers.</li> <li>• Appreciate the need to use complex passwords and to keep them secure.</li> <li>• Have some understanding of how encryption works on the web.</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation of the links between geometry and art.</li> <li>• Become familiar with the tools and techniques of a vector graphics package.</li> <li>• Develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers.</li> <li>• Develop some awareness of computer-generated art, in particular fractal-based landscapes.</li> <li>• Develop their research skills to decide what information is appropriate.</li> <li>• Understand some elements of how search engines, select and rank results and question the plausibility and quality of information.</li> <li>• Develop and refine their ideas and text collaboratively.</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Become familiar with blogs as a medium and a genre of writing.</li> <li>• Create a sequence of blog posts on a theme incorporate additional media, comment on the posts of others.</li> <li>• Develop a critical, reflective view of a range of media, including text.</li> <li>• Understand the work of architects, designers and engineers working in 3D.</li> <li>• Develop familiarity with a simple CAD (computer aided design) tool.</li> <li>• Develop spatial awareness by exploring and experimenting with a 3D virtual environment.</li> <li>• Develop greater aesthetic awareness.</li> </ul>

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		<ul style="list-style-type: none"> <li>Develop their understanding of online safety and responsible use of technology.</li> </ul>	
<b>History</b>	<p><b>Overview of knowledge Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>Ancient Greece was a major civilisation that was powerful between 500 and 300 BC.</li> <li>Ancient Greeks worshipped many gods in temples.</li> <li>Ancient Greeks used different styles of warfare like warships and foot-soldiers in battles against Sparta and city states.</li> <li>Alexander the Great was one of the greatest military commanders who spread the Ancient Greek Empire.</li> <li>Ancient Greeks invented democracy, the alphabet and the Olympic Games.</li> <li>The Ancient Greek language is still used in many words in the English language.</li> <li>Ancient Greek Art, sculpture and architecture still influences designs today.</li> <li>Ancient Greeks ate a healthy diet with fish, olives, fruit and vegetables, wine and wheat being their main food types.</li> </ul>	<p><b>Overview of knowledge The Tudors</b></p> <ul style="list-style-type: none"> <li>The Tudors reigned from 1485-1603</li> <li>The monarchs were: Henry VII 1485, Henry VIII 1509, Edward VI 1547, Mary I 1553, Elizabeth I 1558.</li> <li>During the Reformation. Henry VIII broke with Rome and became head of the Church of England.</li> <li>Henry dissolved all the monasteries in Britain and took over their money and land.</li> <li>About a <a href="#">third</a> of the population lived in <a href="#">poverty</a> with the wealthy expected to give alms to the poor.</li> <li>The average lifespan in Tudor times was 35.</li> <li>There were no sewers or drains and refuse was tipped into open drains in the street.</li> <li>Disease was rife and thousands died from the unhealthy conditions.</li> <li>The majority of the population lived in small villages. Their homes were thatched huts with one or two rooms.</li> <li>Rich people lived in brick mansions and palaces.</li> </ul>	<p><b>Overview of knowledge Mayans</b></p> <ul style="list-style-type: none"> <li>The Mayans were an ancient civilisation who were at the peak of their empire from 250-950AD.</li> <li>The Mayans lived across Central America.</li> <li>c. 250 CE The 'classical' period begins, urbanisation begins and continues c. 300 CE Mayan settlements become centres for trade across the region. Goods such as stone and chocolate are traded with neighbouring city states.</li> <li>c. 600 CE Mayan settlements support an increasing population, growing at a fast rate due to plentiful food supply.</li> <li>c. 650 CE Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becoming an important centre.</li> <li>c. 900 CE Mayan centres become less important, perhaps because of a widespread drought, but no clear reason has yet emerged.</li> </ul> <p>The Mayan language consisted of hieroglyphs. They created very accurate charts of the moon.</p>

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		<ul style="list-style-type: none"> <li>• Only rich children could afford to go to school.</li> <li>• Henry VIII is famous for having 6 wives, 2 of which he executed.</li> <li>• During the reign of Elizabeth I, famous figures such as William Shakespeare and Sir Francis Drake lived.</li> <li>• The Spanish Armada was defeated in 1588.</li> </ul>	<p>Their number system, though different to our was more advanced and logical.</p>
	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>• I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• I can place events, artefacts and historical figures on a time line using dates.</li> <li>• I describe some of the main events, people and periods I have studied.</li> <li>• I can describe characteristic features of past societies and periods.</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• I can identify primary and secondary sources</li> <li>• I can use evidence to build a picture of life in the time studied</li> <li>• I can place events, artefacts and historical figures on a time line using dates.</li> <li>• I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• I use dates and terms accurately in describing events.</li> <li>• I can study different aspects of different people - differences between men and women.</li> <li>• I can examine causes and results of great events and the impact on people.</li> <li>• I can compare life in early and late 'times' studied.</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• I can describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• I can compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, century, decade, legacy. <ul style="list-style-type: none"> <li>• I can use original ways to present information and ideas.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>I can compare accounts of events from different sources – fact or fiction</li> <li>I can offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare an aspect of life with the same aspect in another period.</li> </ul>	
<b>Geography</b>	<b>Overview of knowledge</b>  <b>Maps and Scales</b> <ul style="list-style-type: none"> <li>OS maps are used to represent geographical features in the UK</li> <li>OS Maps come in a variety of scales</li> <li>Knowledge of eight points of compass and relative directions.</li> <li>Know and understand terms scale and recognise examples of these on OS maps.</li> <li>Know and understand OS keys and how to represent these.</li> <li>Knowledge of 4 figure grid references and how these are represented.</li> </ul>	<b>Overview of knowledge</b>  <b>South America-places</b> <ul style="list-style-type: none"> <li>The geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</li> <li>The main physical features of South America are- Atacama Desert, Amazon Rainforest, Amazon River and Andes Mountains.</li> <li>Facts about: Atacama Desert, Amazon Rainforest, Amazon River and Andes Mountains.</li> <li>Christianity is the main religion – Roman Catholic.</li> <li>Spanish is the language most commonly used throughout South Africa.</li> <li>There are a wide range of physical features, human activities.</li> </ul>	<b>Overview of knowledge</b>  <b>South America-patterns</b> <b>The main human geographical features of South America:</b> <ul style="list-style-type: none"> <li>including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Impact of humans upon the countries and landscape- deforestation, erosion, environmental factors and pollution, impact of population growth.</li> </ul>
	<b>Overview of skills</b>  <b>Maps and scales</b>	<b>Overview of skills</b>  <b>South America-places</b> <b>To investigate places</b>	<b>Overview of skills</b>  <b>South America-patterns</b> <b>To investigate geographical patterns:</b>

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	<ul style="list-style-type: none"> <li>• I am beginning to use primary and secondary sources of evidence in my investigations.</li> <li>• I can collect and record evidence unaided</li> <li>• I can use 8 compass points;</li> <li>• I am beginning to use 4 figure coordinates to locate features on a map.</li> <li>• I can draw a sketch map using symbols and a key;</li> <li>• I can use/recognise OS map symbols.</li> <li>• I can measure straight line distance on a plan.</li> <li>• I can draw a plan view map with some accuracy</li> <li>• I can use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use thematic maps (1:25,000 to 1:50 000), atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• I can collect and analyse statistics and gather information in order to draw clear conclusions about locations.</li> <li>• I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the physical features in the local area. Then record the results in a range of ways.</li> <li>• I can name and locate the countries of South America and identify their main physical and human characteristics.</li> <li>• I can understand geographical similarities and differences through the study of physical geography of a region of South America</li> <li>• Use an atlas to locate and label a map of the countries of South America.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and describe the geographical significance of latitude, longitude,</li> <li>• Equator, Northern Hemisphere, Southern</li> <li>• Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</li> <li>• I can explain some of the reasons for geographical similarities and differences between countries.</li> <li>• I can describe how locations around the world (South America) are changing and explain some of the reasons for change.</li> <li>• I can describe and understand key aspects of:</li> <li>• human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>• I can measure simple straight line distances on a map – using scale bar.</li> <li>• I can plan and sketch maps-symbols – appropriate style</li> </ul>
<b>Art</b>	<b>Overview of knowledge &amp; skills</b>	<b>Overview of knowledge &amp; skills</b>	<b>Overview of knowledge &amp; skills</b>

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	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <ul style="list-style-type: none"> <li>– effect of light on objects and people from different directions</li> <li>– interpret the texture of a surface – produce increasingly accurate drawings of people</li> <li>– concept of perspective</li> </ul> <ul style="list-style-type: none"> <li>– hue, tint, tone, shades and mood</li> <li>– explore the use of texture in colour</li> <li>– colour for purposes</li> </ul>	<p>Texture (textiles, clay, sand, plaster, stone)</p> <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</p> <ul style="list-style-type: none"> <li>– use stories, music, poems as stimuli</li> <li>– Select and use materials</li> <li>– embellish work</li> <li>– fabric making</li> <li>– artists using textiles</li> </ul> <p>plan and develop ideas</p> <ul style="list-style-type: none"> <li>– Shape, form, model and join</li> <li>– observation or imagination</li> <li>– properties of media</li> <li>– Discuss and evaluate own work and that of other sculptors</li> </ul>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Pattern (paint, pencil, textiles, clay, printing)</p> <ul style="list-style-type: none"> <li>– combining prints – design prints</li> <li>– make connections – discuss and evaluate own work and that of others</li> <li>– Create own abstract pattern to reflect personal experiences and expression</li> <li>– create pattern for purposes</li> </ul>
Design	<p><b>Overview of knowledge</b></p> <p><b><u>Mechanical Systems - Pulleys or gears</u></b> Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.</p>	<p><b>Overview of knowledge</b></p> <p><b><u>Structures - Frame structures</u></b> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.</p>	<p><b>Overview of knowledge</b></p> <p><b><u>Food - Celebrating culture and seasonality</u></b> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.</p>
	<p><b>Overview of skills</b></p> <p><b>Designing</b></p>	<p><b>Overview of skills</b></p> <p><b>Designing</b></p>	<p><b>Overview of skills</b></p> <p><b>Designing</b></p>

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	<p>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking.</p> <p>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p><b>Making</b></p> <p>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p><b>Evaluating</b></p> <p>Compare the final product to the original design specification.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work.</p>	<p>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</p> <p>Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p><b>Making</b></p> <p>Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p> <p>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p><b>Evaluating</b></p> <p>Investigate and evaluate a range of existing frame structures.</p> <p>Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Research key events and individuals relevant to frame structures</p>	<p>Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><b>Making</b></p> <p>Write a step-by-step recipe, including a list of ingredients, equipment and utensils</p> <p>Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p>Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p><b>Evaluating</b></p> <p>Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p> <p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>
PE	Overview of knowledge	Overview of knowledge	Overview of knowledge

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**Net/wall and court games**

'Primary Games, Key Stage 2', Val Sabin.  
Unit 1

I can evaluate my performance.  
I can evaluate the performance of my peers.  
I can explain what I need to improve on.  
I can explain what others need to improve.  
I know why the defence position is important.  
I can play with rules that must be consistently and fairly kept.  
I can identify how different situations make the body work in different ways.

**Invasion games (ball handling)**

'Primary Games, Key Stage 2', Val Sabin.  
Unit 2

I can explain the principles of defence (including marking and interception).  
I can explain the principles of attack (including moving off the ball and supporting a player).  
I can observe mine and others individual skills and team strategies – picking out things that could be improved, and suggest ideas and practises to make them better or more effective.

**Dance**

'Primary Dance, Key Stage 2', Val Sabin.  
Units: 1, 2, 3, 4

I can view short pieces of professional work in order to comment upon the use of props to create music.  
I can respond to a range of stimuli and accompaniment.  
I can observe myself and others, and comment on the compositional work.  
I can identify and suggest ways of improving the performance.  
I can observe others dancing and comment constructively on compositional work using appropriate language.

**Invasion games (implement and kicking)**

'Primary Games, Key Stage 2', Val Sabin.  
Unit 3

I know the basic tactics for attacking play.  
I know the basic strategies for attacking play.  
I know the skills relevant to specific invasion games.

**Athletics**

'Primary Athletics, Key Stage 2', Val Sabin.  
Units 1 and 2.

I understand the basic principles for warming-up.  
I understand why exercise is good for you.  
I know how to evaluate my own and others work in order to suggest ways to improve it.  
I know and understand the basic principles of relay take-over in particular the "upsweep" method.  
I understand and perform a range of warm-up activities.  
I understand how to warm-up safely.  
I understand the basic principles of take-over and apply them at speed.

**Striking and fielding**

'Primary Games, Key Stage 2', Val Sabin.  
Unit 4

I can recognise strengths and weaknesses in my own performance,  
I can recognise strengths and weaknesses in others' performances.  
I can explain the different ways to catch a ball (catching high, low, bouncing, balls coming directly at or to one side of the fielder).  
I can explain the different aspects of fielding (fielding a ball coming towards, attacking a ball coming towards, chase to field, support another fielder).



	Overview of skills	Overview of skills	Overview of skills
	<p><b><u>Net/wall and court games</u></b>  'Primary Games, Key Stage 2', Val Sabin.  Unit 1</p> <p>I can develop the range and consistency of my skills.  I can release the ball from different angles and sent it at different angles.  I can work in pairs or small groups to develop attack and defence in net games.  I can stand in the defence position and move sideward, forwards and backwards.</p> <p><b><u>Invasion games (ball handling)</u></b>  'Primary Games, Key Stage 2', Val Sabin.  Unit 2</p> <p>I can perform movements with the correct technique.  I can apply the movements in a game situation with increasing accuracy and consistency.  I can develop speed of reaction and spatial awareness through passing and movement.  I can use feint moves and dodges in different directions and at different speeds to encourage creative play.  I can apply the principles of defence and attack in a range of situations.  I can support another player on my team.  I can pass accurately and quickly in different directions and signal for the ball.</p>	<p><b><u>Dance</u></b>  'Primary Dance, Key Stage 2', Val Sabin.  Units: 1, 2, 3, 4</p> <p>I can demonstrate the ability to translate abstract images into movement.  I can perform with an awareness of both partner and group dances.  I can perform with clear dynamics and precise footwork.  I can use a variety of ways to work in a small group.  I can develop movement using different relationships.  I can lead appropriate 'warm-up' exercises.  I can respond to a range of stimuli and accompaniment.  I can refine my movements to improve performance.  I can perform the sections of the dance, showing clear changes in mood and feeling.  I can use a variety of rhythms.  I can change and vary the use of dynamics.  I can demonstrate the ability to translate narrative ideas into movement.  I can change and vary the use of relationships and perform with an awareness of both partner and group dances.  I can organise my own warm-up exercise.</p>	<p><b><u>Athletics</u></b>  'Primary Athletics, Key Stage 2', Val Sabin.  Units 1 and 2.</p> <p>I can sustain my pace over longer distances and run more rhythmically.  I can throw with greater control and accuracy.  I can perform a range of jumps, showing control and consistency at both take-off and landing.  I can perform a range of warm-up activities.</p> <p><b><u>Striking and fielding</u></b>  'Primary Games, Key Stage 2', Val Sabin.  Unit 4</p> <p>I can bowl underarm and overarm.  I can catch a ball that is high, low, thrown or bounces, or balls being delivered short, long or to either side of the receiver.  I can intercept a ball coming towards the fielder.  I can attack a ball moving towards the fielder, chasing, overtaking or intercepting to field the ball, and support another fielder.  I can strike a ball being bowls and strike it accurately at targets.  I can throw for distance and accuracy.</p>

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		<p><b><u>Invasion games (implement and kicking)</u></b></p> <p>'Primary Games, Key Stage 2', Val Sabin.</p> <p><b>Unit 3</b></p> <p>I can hold a hockey stick with the correct grip.</p> <p>I can dribble with an increasing technique.</p> <p>I can use specific sending and receiving ball skills using a hockey stick.</p> <p>I can use spatial awareness through pairs.</p> <p>I can move and use feint dodges in different directions and at different speeds to encourage creative play.</p> <p>I can maintain possession, and progression down the pitch.</p> <p>I can apply tackling skills for efficiency and safety.</p> <p>I can apply the skills of 'shielding' the ball and 'falling back' to gain time and narrow the space.</p> <p>I can use and apply support play.</p>	
<b>French</b>	<p><b>Overview of knowledge</b></p> <p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>• Greet people and give and personal information.</li> <li>• Ask and talk about sisters and brothers</li> <li>• Say what people have and have not using 3rd person <i>avoir</i></li> <li>• Say what people are like using 3rd person <i>être</i> including negatives</li> </ul>	<p><b>Overview of knowledge</b></p> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>• Ask politely for food items.</li> <li>• Describe how to make a sandwich.</li> <li>• Express opinions about food.</li> <li>• Talk about healthy and unhealthy food.</li> <li>• Project work: finding out about French lunches and writing</li> </ul>	<p><b>Overview of knowledge</b></p> <p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>• Ask and say where you're going on holiday.</li> <li>• Express opinions about holidays.</li> <li>• Talk about what you're going to do on holiday.</li> <li>• Talk about holiday plans.</li> <li>• Project work: finding out about French theme parks and</li> </ul>

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	<ul style="list-style-type: none"> <li>Project work: descriptions of people or celebrities.</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Ask about school subjects</li> <li>Talk about likes and dislikes at school</li> <li>Ask and say the time.</li> <li>Talk about timings of the school day</li> <li>Project work: School in France</li> <li>Sound/spelling activity for Units 1–2</li> <li>Assessment for Units 1–2</li> </ul>	<p>instructions for favourite sandwich.</p> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>To name a place or town.</li> <li>Ask the way and give directions.</li> <li>To say where you are going.</li> <li>Give the time and say where you are going.</li> <li>Project work: Researching a town in France</li> <li>Sound/spelling activity for Units 3–4</li> <li>Assessment for Units 3–4</li> </ul>	<p>presenting information to rest of class.</p> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>Describe rooms in the house</li> <li>Name rooms in a house.</li> <li>Say what people do at home.</li> <li>Say what people do and where.</li> <li>Project work: researching and making a display / presentation of homes in France and GB</li> <li>Sound/spelling activity for Units 5–6</li> <li>Assessment for Units 5–6</li> </ul>
	<p><b>Overview of skills</b></p> <p><b>Autumn 1:</b></p> <p>Ask and answer questions.</p> <ul style="list-style-type: none"> <li>Recognise and use plural forms</li> <li>Use a negative.</li> <li>Use 3rd person <i>avoir</i> in positive and negative statements</li> <li>Manipulate language by changing an element in a sentence.</li> <li>Use 3rd person <i>être</i> in positive and negative sentences</li> <li>Understand and use agreements of adjectives (singular)</li> <li>Recognise patterns in simple sentences</li> <li>Prepare a short presentation.</li> </ul> <p><b>Autumn 2:</b></p>	<p><b>Overview of skills</b></p> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>Understand and use <i>au/à la/à l'</i> when referring to flavours of foods</li> <li>Learn gender when learning new words.</li> <li>Give instructions in the <i>vous</i> form</li> <li>Prepare a short presentation.</li> <li>Understand and use negatives</li> <li>Use the plural form of some food vocabulary.</li> <li>Integrate new vocabulary into previously learned language.</li> <li>Use known language in a new context.</li> <li>Use the internet to find information</li> <li>Use a dictionary for unknown words</li> </ul>	<p><b>Overview of skills</b></p> <p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>Use <i>au/à la /à</i> correctly with places</li> <li>Recognise patterns and apply knowledge of rules.</li> <li>Express opinions.</li> <li>Use <i>je vais</i> + infinitive to talk about future plans</li> <li>Apply grammatical knowledge to make sentences.</li> <li>Make longer sentences.</li> <li>Use the internet to find information</li> <li>Read authentic texts.</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>Use <i>il y a</i> + indefinite article</li> <li>Prepare a short presentation.</li> <li>Use <i>c'est</i> + adjectives</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and use the definite article correctly: <i>le/la/l'/les</i></li> <li>• Express opinions</li> <li>• Use correct intonation when asking a question.</li> <li>• Understand that there is not always a direct equivalent to each English word in French.</li> <li>• Use song to help memorise language</li> <li>• Form longer sentences.</li> <li>• Use the internet to find information</li> </ul>	<b>Spring 2:</b> <ul style="list-style-type: none"> <li>• Use <i>le /la /l'</i> correctly with Places.</li> <li>• Use sequencers <i>d'abord, ensuite, enfin</i> to say longer sentences.</li> <li>• Give instruction using the <i>vous</i> form.</li> <li>• Use prepositions <i>au/à la /à l'</i> with places.</li> <li>• Recognise language patterns and deduce rules.</li> <li>• Incorporate known language into new structures.</li> <li>• Use the internet to find information.</li> </ul>	<ul style="list-style-type: none"> <li>• Join sentences with <i>et</i></li> <li>• Practise new language with a friend.</li> <li>• Use 3rd person verbs</li> <li>• Manipulate language by changing an element in a sentence.</li> <li>• Use and understand both the indefinite and definite articles.</li> <li>• Make longer sentences.</li> <li>• Use the internet to find information.</li> <li>• Prepare a presentation.</li> </ul>
<b>Music</b>	<p><b>Overview of knowledge</b>  <b>Living on a prayer</b>  <b>Classroom Jazz 1</b></p> <ul style="list-style-type: none"> <li>• Style indicators of rock music are heavily amplified guitar, bass guitar, drums, keyboard sounds, often male vocals with backing vocals from other band members, frequent solo guitar, sometimes distortion of the sound, heavy backbeat</li> <li>• Structure of rock music is intro, verse 1 bridge, chorus, intro, verse 2 bridge, chorus, guitar solo, bridge, chorus.</li> <li>• Know five songs and their parts from memory with a rock style</li> <li>• Know what texture, dynamics, tempo, structure rhythm and pitch mean</li> <li>• Explain what the song is about and the meaning of lyrics</li> </ul>	<p><b>Overview of knowledge</b>  <b>South America</b></p> <ul style="list-style-type: none"> <li>• A round is a musical composition where voices sing the same melody starting at different times.</li> <li>• <b>Drumming</b></li> <li>• Samba is known as the carnival rhythms of Brazil</li> <li>• Instruments include: surdo, caixa, repinique, tamborim and agogo</li> <li>• A percussion instrument is a musical instrument that is sounded by being struck or scraped by a beater, hand or other instrument.</li> <li>• In music, syncopation involves a variety of rhythms which are in some way unexpected, making part or all of a tune or piece of music off-beat.</li> <li>• The structure of a musical piece is known as the composition.</li> </ul>	<p><b>Overview of knowledge</b>  <b>The Fresh Prince of Bel Air</b>  <b>Dancing in the street</b></p> <ul style="list-style-type: none"> <li>• Lyrics are the words to a song.</li> <li>• I know how to draw notes accurately on a staff to represent music, using FACE and EGBDF to help me.</li> <li>• Compose is to write or create music.</li> </ul> <p>When performing it's important to understand the meaning of the lyrics and melody in order to connect with the audience.</p> <ul style="list-style-type: none"> <li>• Motown was musical genre from 1960's American</li> <li>• It was the first black-owned record company in America</li> <li>• A song is typically made up of a verse/bridge/chorus structure</li> <li>• Pop songs often connect the verse and chorus via a bridge, which as its name</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know the notes C, D, E, F, G, A, B and c on the treble stave</li> <li>• Different ways of writing music down; staff notation, symbols</li> <li>• Improvisation is free performance of a musical passage</li> <li>• Recognise instruments played in swing/jazz</li> </ul>	Bass instruments are the lowest in pitch.	suggests, is a section that connects the verse and chorus at one or more points in the song. The verse and chorus are usually repeated throughout a song though the bridge is usually only used once.
	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Be able to compare different rock songs using correct musical language, how are they similar and different: vocal line, backing accompaniment, names of instruments, texture, tempo, dynamics, rhythm and pitch</li> <li>• Understand the message of songs and how it makes people feel</li> <li>• Find the pulse</li> <li>• Copy back rhythms based in the words of the main song that included syncopation/off beat</li> <li>• Copy back one/two-note riffs by ear and notation</li> <li>• Sing with awareness of being 'in tune'</li> <li>• Use a similar structure but with different notes to try a small piece of improvisation</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles showing accuracy and expression.</li> <li>• Sing part of 2 and 3 part rounds with confidence and pitch accuracy.</li> <li>• Sing songs from memory.</li> <li>• Perform with a sense of occasion.</li> <li>• Understand the context of a piece or a song.</li> <li>• Evaluate how venue, occasion and purpose affect the way music is created and heard</li> <li>• Compare two different pieces of instrumental music from different countries and discuss the similarities and differences.</li> <li>• Recognise music from different cultures. Identify key elements that give it its unique sound.</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Create and use symbols to represent sound.</li> <li>• Read and create rhythm grids.</li> <li>• Play with help from conventional or graphic notation.</li> <li>• Use appropriate notations to record their own and others' compositions, e.g. graphic or grid.</li> <li>• Compose and perform a song with awareness of lyrics and melody.</li> <li>• Setting words to melody.</li> <li>• Sing songs linked to an era of history understanding its history and purpose.</li> <li>• Perform songs in a way that reflects their meaning.</li> <li>• Create own simple songs.</li> <li>• Study a style or period of music that has made music what it is today. Create pieces of music using musical structures.</li> </ul>
PSHE	<p><b>Overview of knowledge and skills</b>  <u>Living in the Wider World</u>  Rights and Responsibilities: discuss and debate health and wellbeing issues; rules and laws; changing rules and laws; anti-</p>	<p><b>Overview of knowledge and skills</b>  <u>Relationships</u>  Feelings and Emotions: responding to feelings in others; <b>the importance of self-respect and how this links to their own happiness.</b></p>	<p><b>Overview of knowledge and skills</b>  <u>Health and Wellbeing</u>  Healthy Lifestyles: what positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on</p>

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	<p>social behaviour; respecting and resolving difference.</p> <p><u>Environment</u>: different rights; responsibilities and duties.</p> <p><u>Black History Month</u>: lesson focus.</p> <p><u>Online safety</u>: lesson focus.</p> <p><u>Money</u>: importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax.</p> <p><u>Anti-Bullying Week</u>: lesson focus.</p> <p><u>Firework Safety</u>: lesson focus.</p> <p><u>Remembrance Day</u>: lesson focus.</p> <p><u>Children In Need</u>: lesson focus.</p>	<p><u>Healthy Relationships</u>: actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback; the characteristics of healthy family life; commitment to each other including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives; recognise that healthy friendships are positive and welcoming towards others and do not make them feel lonely or excluded; recognise that most friendships have ups and downs and these can be worked through so the relationships is repaired or strengthened; resorting to violence is never right.</p> <p><u>Valuing Difference</u>: listening to others; raise concerns and challenge; that in school and in wider society they can expect to be treated with respect by others including by those in positions of authority.</p>	<p>food; skills to make choices; the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online); how to recognise early signs of physical illness such as weight loss or unexplained changes to the body.</p> <p><u>Growing and Changing</u>: recognising what they are good at; setting goals; aspirations; intensity of feelings; managing complex feelings; coping with change and transition; bereavement and grief; about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><u>Keeping Safe</u>: strategies for managing personal safety in the local environment; online safety including sharing images; mobile phone safety; the same principles apply to online relationships as to face-to-face relationships including the importance of respect for others online including when we are anonymous; how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private; why social media, some computer games and online gaming are age restricted.</p>
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