

Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p style="text-align: center;">Shackleton’s Journey Non-fiction</p> <p>Write newspaper reports, setting descriptions, interviews, diaries and letters. Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand new words they come across. Introduction to inverted commas to punctuate direct speech, commas after fronted adverbials and the use of a variety of conjunctions.</p> <p style="text-align: center;">Weslandia Fiction</p> <p>Build on knowledge of non-chronological reports by writing their own, book reviews and character descriptions. Use a dictionary to improve writing and check their spellings. Use headings and sub-headings to aid presentation. Use a variety of grammar terms to make their writing exciting to read.</p>	<p style="text-align: center;">Jabberwocky Poetry</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry] Use the language of the poem to investigate and explore their knowledge of etymology and morphology, before performing the poem. Create their own nonsense verse.</p> <p style="text-align: center;">Whole school Christmas text</p>	<p style="text-align: center;">Tutankhamun Non-fiction</p> <p>Continue to secure knowledge of prefixes and suffixes as well as using inverted commas to punctuate direct speech. Use headings and sub-headings to aid presentation and use expanded noun phrases to add detail. Complete a variety of writing tasks including non-chronological reports and biographies.</p> <p style="text-align: center;">Iron Man Fiction</p> <p>Write character descriptions, letters of advice, menus and poetry. Develop understanding and use of fronted adverbials alongside using a variety of punctuation in their writing.</p>	<p style="text-align: center;">Cinnamon Fiction</p> <p>Explore limericks and other poetry forms as well as write a diary entry, informal letter, dialogue and adverts. Write their own version of a mythical tale.</p>	<p style="text-align: center;">Pride, the story of Harvey Milk and the rainbow flag Fiction/Non fiction</p> <p>Explore the symbolism and the history of the Rainbow/Pride Flag before discovering the story and significance of Harvey Milk as well as other figures central to the LGBTQ+ Rights Movement of San Francisco in the late 1970s and beyond. Write leaflets about the Pride Flag, speeches in role as Harvey Milk and create a biography of the activist’s life.</p> <p style="text-align: center;">Tar Beach Fiction/Non-fiction elements</p> <p>Explore the theme of ‘freedom’ and do so by creating their own story, written as a play script, writing their own version of a ‘Tar Beach’ story about their own locality or chosen place. Create retellings, book reviews, character descriptions and dialogue.</p>	<p style="text-align: center;">The Matchbox Diary Fiction</p> <p>Write predictions, make inferences about the story, explore vocabulary and write in role. After exploring prepositions, create a ship’s log that is in the form of a recount. Investigate migration and read for research to gather ideas about Ellis Island. Plan and write a non-chronological report</p>

<p>Maths</p>	<p>Place Value Secure knowledge of numbers within 1,000. Work with numbers up to 10,000. Use number lines to partition. Round and compare numbers.</p> <p><u>Key Vocabulary</u> Tenths, hundredths Decimal (places) Round (to nearest) Thousand more/less than Negative integers Roman numerals (I to C)</p> <p>Addition & Subtraction Add and subtract numbers with up to 4-digits and exchange digits when needed. Estimate.</p> <p><u>Key Vocabulary</u> addition add, more, and make, sum, total altogether double near double half, halve one more, two more... ten more... one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number</p>	<p>Length & Perimeter Add and subtract lengths Find the perimeter of different shapes. Equivalent lengths and compare metric units.</p> <p><u>Key Vocabulary</u> Area, perimeter, centimetres, metres, square, distance, millimetres, kilometres, length, width, rectilinear, right angle.</p> <p>Multiplication & Division Multiply and divide by 10 and 100. Learn multiplication and division facts.</p> <p><u>Key Vocabulary</u> multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column multiplication fact, division fact inverse square, squared cube, cubed</p>	<p>Multiplication & Division Recall and use multiplication and division facts up to 12 x 12. Use their place value knowledge to multiply and divide mentally. Use formal written method. Identify and use factor pairs.</p> <p><u>Key Vocabulary</u> multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column multiplication fact, division fact inverse square, squared cube, cubed</p> <p>Area Calculate the area of rectilinear shapes, make their own shapes and then compare and order the different areas.</p> <p><u>Key Vocabulary</u></p>	<p>Fractions Show, using diagrams, equivalent fractions. Solve problems through adding and subtracting fractions as well as calculating fractions of a quantity.</p> <p><u>Key Vocabulary</u> fraction equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths ...</p> <p>Decimals Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two-digit number. Tenths or hundredths.</p> <p><u>Key Vocabulary</u> Hundredths decimal, decimal fraction, decimal point, decimal place, decimal equivalent proportion</p>	<p>Decimals Round, order and compare decimals. Use halves, quarters and making a whole.</p> <p><u>Key Vocabulary</u> Round, decimals, halves, quarters, order.</p> <p>Money Estimate, compare and calculate different measures, including money in pence and pounds. Solve measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Key Vocabulary</u> Amount, change, combination, estimate, decimal, pence, penny, pounds, round, value, convert.</p> <p>Time Read, write and convert time between analogue and digital clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.</p> <p><u>Key Vocabulary</u></p>	<p>Statistics Interpret and present data using appropriate methods including bar charts and time graphs. Solve problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><u>Key Vocabulary</u> Bar chart, pictogram, frequency table, tally chart, discrete data, continuous data, time graph, sum, difference, caparison, interpret.</p> <p>Properties of Shape Identify, order and compare angles. Identify lines of symmetry in 2D shapes and complete a symmetric figure.</p> <p><u>Key Vocabulary</u> Shape, pattern flat, line curved, straight round hollow, solid sort make, build, construct, draw, sketch perimeter centre surface</p> <p>Position & Direction Describe positions and movements on a grid. Plot specified points and draw sides to complete a given polygon.</p> <p><u>Key Vocabulary</u></p>
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	bonds/pairs/facts missing number tens boundary, hundreds boundary inverse	square, squared cube, cubed	Length, width, square, area, perimeter, rectilinear, right angle.		12-hour time, 24-hour time, roman numerals, analogue, digital, hours, minutes, seconds, o'clock half past, quarter past, quarter to, midday, midnight, noon, a.m., p.m.	Coordinate, quadrant, x- axis, y-axis, translation, vertex, vertices
Science	<p>States of matter</p> <p><u>Knowledge</u> Children will learn what a solid, liquid or gas is and what different states of matter a selection of materials are.</p> <p>They will learn the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>Skill</u> Children will compare and group materials together, according to whether they are a solid, liquid or gas.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>Sound</p> <p><u>Prior Learning (year1)</u> The children learnt to name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Knowledge</u> Children will learn how sounds are made, associating some of them with something vibrating</p> <p>The children will learn to recognise that vibrations from sounds travel through a medium to the ear</p> <p>They children will explore how sounds get fainter as the distance from the sound source increases</p>	<p>Electricity</p> <p><u>Knowledge</u> Children will learn about common appliances that run on electricity</p> <p>The children will learn what a lamp needs to light up and what happens when a switch is opened and closed.</p> <p>The children will learn about common conductors and insulators.</p> <p><u>Skills</u> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Identify that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>Animals including humans</p> <p><u>Prior Learning (year 3)</u> The children learnt that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat and that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><u>Knowledge</u> Children will learn the simple functions of the digestive system in humans</p> <p>They will learn about the different types of teeth in humans and their simple functions</p>	<p>Living things & their habitats</p> <p><u>Prior Learning (year 2)</u> The children learnt that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p><u>Knowledge</u> Children will recognise that living things can be grouped in a variety of ways</p> <p>They will explore classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	

<p>Explain the properties of different materials using scientific language</p> <p>Decide on what equipment to use and how to make observations</p> <p>Report on findings from enquiries, including oral and written explanations, of results and conclusions</p> <p><u>Key Vocabulary</u> Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle, water vapour, precipitation, oxygen, molecules</p> <p>In Year 5 The children will use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating and demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p><u>Skills</u> Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p><u>Key vocabulary</u> Sound, source, vibrate, vibration, travel, pitch, volume, faint, loud, insulation.</p>	<p>Identify some common conductors and insulators, and associate metals with being good conductors through simple experiments</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Use simple scientific language, drawings and labelled diagrams</p> <p><u>Key vocabulary</u> Appliances, electricity, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, insulators, wood, rubber, plastic, glass, conductors, metal, water, switch, open, closed, sign.</p> <p>In year 6 the children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function,</p>	<p><u>Skills</u> Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Record findings using simple scientific language, drawings and labelled diagrams</p> <p>Set up simple and practical enquiries, comparative and fair tests</p> <p><u>Key vocabulary</u> Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, herbivore, omnivore.</p> <p>In Year 5 the children will describe the changes as humans develop to old age</p>	<p>They will learn that environments can change and that this can sometimes pose dangers and have an impact on living things</p> <p><u>Skills</u> Gather, record, classify and present data in a variety of ways to help to answer questions</p> <p>Ask relevant questions.</p> <p>Record findings using simple scientific language, drawings and labelled diagrams</p> <p><u>Key vocabulary</u> Classification, change, danger, development, impact.</p> <p>In Year 5 the children will learn the differences in the life cycles of a mammal, an amphibian, an insect and a bird and the life process of reproduction in some plants and animals</p>	
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			including the brightness of bulbs, the loudness of buzzers and the on/off position of switches			
History	<p>The Egyptians – A depth study into Ancient Egypt and an overview of where and when the first civilizations appeared.</p> <p>Prior learning (year 3) Show understanding of some of the ways in which we find out about the past.</p> <p>Children will explore a variety of objects and use sources of information to answer questions about the past. They will find out what life used to be like as an Egyptian.</p> <p>Key Vocabulary Artefact, evidence, discovery, investigate, examine, compare, similarities, differences.</p> <p>In year 5 children will compare sources of information available for the study of different times in the past and evaluate the usefulness of a variety of sources.</p>			<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>Prior learning (year 3) Children will describe where the people and events studied fit within a chronological framework.</p> <p>The children will build upon their historical knowledge by creating a timeline of events and comparing these to historical periods of time. They will understand and be able to order the events in chronological order.</p> <p>Key Vocabulary Long ago, ancestor, century, millennium, period, ancient, BC, AD.</p> <p>In year 5 children will use dates to order and place events on a timeline.</p>		
Geography	<p>Map Skills</p> <p>Prior learning (year 3) Children will learn what an index is and how it contains the place name, the page number and the grid code (2 figure grid reference)</p> <p>Children will revise what an index is and have confident understanding of how to use alphabetical order to specific places in an index. They will learn how to use simple topographical maps to identify different land heights too.</p> <p>Key Vocabulary</p>	<p>The Water Cycle</p> <p>Prior learning (year 3) Children will learn the physical processes of how rivers and mountains are formed. They will begin to explore the links between increases in population and urban expansions.</p> <p>Children will describe and understand key aspects of the water cycle and its links to rivers and mountains. They will begin to describe human processes of how different areas have changed and why.</p> <p>Key Vocabulary</p>	<p>Europe</p> <p>Prior learning (year 3) Children will learn about selected places within the UK through the application of map skills, locational knowledge and its human and physical features.</p> <p>Children will understand geographical similarities and differences through the study of human and physical geography of a selected place within Europe. They will concentrate on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Key Vocabulary</p>			

	<p>Globe, atlas, digital mapping, grid lines, latitude, longitude, scale, index, grid code, grid reference, topographical, land height</p> <p>In year 5 children will begin to understand how scale is used on OS Maps and use them confidently.</p>	<p>Water cycle, evaporation, transpiration, condensation, precipitation, collection/accumulation, underground run-off, surface run-off</p> <p>In year 5 children will compare the human and physical features of a region of South America and previous areas studied, identifying similarities and differences.</p>	<p>Human geography, physical geography, Europe, continent, compare, contrast, climate zone, temperate, continental, equator, northern hemisphere, southern hemisphere, world map, cities, locate, topographical features</p> <p>In year 5 the children will identify the physical characteristics and key topographical features of the countries within South America.</p>			
PE	<p>Fitness</p> <p>Prior learning (year 3) The children will learn to balance when changing direction, explore activities that challenge balance, co-ordinate their bodies, explored sprinting techniques, build strength in different muscle groups and use their breath to increase their ability to work for longer.</p> <p>Knowledge Children will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility.</p> <p>Skills Show balance when changing direction at speed.</p> <p>Show control whilst</p>	<p>Yoga</p> <p>Prior learning (year 3) The children learnt to use increased control when in poses, explore movement in relation to their breath and develop the skill to stay still and keep focused.</p> <p>Knowledge Children will learn how yoga techniques and poses can help connect their mind and body.</p> <p>Skills Explore using their breath to maintain balance within a pose.</p> <p>Demonstrate increased extension in their poses.</p> <p>Demonstrate increased control and strength with in pose.</p> <p>Can engage with</p>	<p>Dance</p> <p>Prior learning (year 3) The children learnt to create actions in response to a stimulus individually and in groups. Use dynamics and space effectively to express an idea. Develop an understanding of formations and perform a short self-choreographed phrase.</p> <p>Knowledge Children will learn to work collaboratively in pairs, in small groups and individually to explore movement. They will learn about different vocabulary and how to identify these in a dance routine.</p> <p>Skills Respond imaginatively to a range of stimuli</p>	<p>Gymnastics</p> <p>Prior learning (year 3) The children learnt to explore matching and contrasting shapes, point and patch balances and transition smoothly into and out of them, develop the straight, barrel, and forward roll and develop stepping into shape jumps with control.</p> <p>Knowledge Children will learn how to develop a broad range of skills and how to use them in different ways, linking them to make actions and sequences of movement. They will learn how to include apparatus and know how to do this safely.</p>	<p>Athletics</p> <p>Prior learning (year 3) The children learnt sprinting technique and apply it to relay events. Technique when jumping for distance in a range of approaches and take off positions and the technique for a pull throw.</p> <p>Knowledge The children will learn how to improve in different physical activities and sports and learn how to evaluate and recognise their success.</p> <p>Skills Develop an understanding of speed and pace in relation to distance.</p>	<p>Swimming</p> <p>Prior learning (year 3) The children learnt to explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl, begin to explore front crawl breathing techniques and personal survival.</p> <p>Knowledge Children will learn a variety of strokes, and how to feel happy, safe and confident in the water.</p> <p>Skills Explore technique for specific strokes to include head above water breaststroke, backstroke and front</p>

<p>completing activities which challenge balance.</p> <p>Explore increased speed when coordinating their bodies.</p> <p>Demonstrate improved sprinting technique.</p> <p>Identify activities which help to strengthen different muscle groups.</p> <p>Demonstrate using their breath to maintain their work rate.</p> <p>Key vocabulary Fitness, balance, agility, co-ordination, speed, pace, control, muscle, strength, steady, progress and stamina,</p> <p>In year 5 the children will learn about improving their posture, demonstrate increased speed and increase their ability to move for sustained periods of time.</p> <p>Hockey</p>	<p>mindfulness activities with increased focus.</p> <p>Key vocabulary Strength, flexibility, stable, control, perform, mindfulness, grounded, down dog, link, try, relax and techniques</p> <p>In year 5 the children will use their breath to maintain balance within a pose and develop flexibility by contacting their movement with their breath.</p> <p>Tag Rugby Prior learning (year 3) The children learnt to Send a ball with accuracy and increasing consistency to a target. Catch a range of objects with increasing consistency. Track a ball not sent directly.</p> <p>Knowledge Children will learn attacking skills and how to keep possession of the ball. They will learn strategies and social skills to self-manage games.</p> <p>Skills Develop passing to a</p>	<p>related to character and narrative.</p> <p>Change dynamics confidently within a performance to express changes in character.</p> <p>Confidently use changes in level, direction and pathway.</p> <p>Use action and reaction to represent an idea.</p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Key vocabulary Space, action, levels, timing, reaction, performance, dynamics, unison, represent and expression.</p> <p>In year 5 the children will learn to choreograph planned dances by using, adapting and developing actions and steps from</p>	<p>Skills Develop the range of shapes they use in their sequences. Develop strength in bridge and shoulder stand.</p> <p>Develop control and fluency in individual and partner balances.</p> <p>Develop the straight, barrel, forward and straddle roll and perform with increased control.</p> <p>Develop control in performing and landing rotation jumps.</p> <p>Key vocabulary Techniques, quality, sequence, perform, rotation, extension, apparatus, inverted and shape.</p> <p>In year 5 the children will perform shapes consistently and fluently to a high standard, explore progression of a cartwheel and select a range of jumps to include in sequence work.</p>	<p>Develop power and speed in the sprinting technique.</p> <p>Develop technique when jumping for distance.</p> <p>Explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Key vocabulary Stamina, speed, pace, techniques, determination, perseverance, officiate, power, accuracy, personal best and flight.</p> <p>In year 5 the children will apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Develop power, control and consistency in jumping for distance. Explore technique and rhythm in the triple jump. Develop technique and power</p>	<p>crawl.</p> <p>Demonstrate improved breathing technique in front crawl.</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Key vocabulary Sculling, submersion, buoyancy, huddle, crawl, rotation, survival, stroke, breaststroke, alternate and treading water.</p> <p>Cricket Prior learning (year 3 Rounders) Accurately pass to someone else and catch/kick the ball, whilst stationary and when moving with the ball (under pressure) Begin to maintain possession of the ball in different situations Can accurately use space to support team mates</p>
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<p>Prior learning (year 3) The children learnt to dribble, pass, receive and shoot the ball with some control and understand the role of the attacker and defender.</p> <p>Knowledge The children learn about competitive games, how to modify where appropriate and learn basic principles suitable for attacking and defending</p> <p>Skills Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p>Develop control whilst dribbling.</p> <p>Develop decision making around when to pass and shoot.</p> <p>Develop defending one on one and know when to win the ball.</p> <p>Key Vocabulary Dribble, shoot, opponent, opposition, grip, receiver, interception, trapping the ball, obstruction, possession, attack, defence, mark and push pass.</p>	<p>teammate using a variety of techniques appropriate to the game.</p> <p>Develop control whilst dribbling under pressure.</p> <p>Develop decision making around when to pass and when to shoot.</p> <p>Develop defending one on one and know when to win the ball.</p> <p>Move into space to help their team keep possession and score goals.</p> <p>Key vocabulary Defence, tag, opponent, score, receiver, try, possession, onside, outwit, mark, dodge and offside.</p> <p>In year 5 the children will apply a variety of dribbling techniques, creating tactics, tracking and marking in game situations.</p>	<p>different dance styles.</p> <p>Football Prior learning (year 3) The children learnt to dribble the ball by the rules of the Game under some pressure. Explore shooting and how to track opponents.</p> <p>Knowledge The children learn about competitive games, how to modify where appropriate and learn basic principles suitable for attacking and defending.</p> <p>Skills Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p>Develop control whilst dribbling.</p> <p>Develop decision making around when to pass and shoot.</p> <p>Develop defending one on one and know when to win the ball.</p>	<p>Netball Prior learning (year 3) The children learnt to explore Sending and receiving abiding by the rules of the game, developed movement skills to lose a defender, explore shooting actions in a range of invasion games, track opponents and move with a ball towards a goal.</p> <p>Knowledge Children will learn about the key skills and principles needed such as defending, attacking, throwing, catching and shooting to play competitive games.</p> <p>Skills Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p>Develop decision making around when to pass and when to shoot.</p>	<p>in javelin and shot put.</p> <p>Tennis Prior learning (year 3) The children explored returning a ball using focus shots such as the forehand and backhand, explored serving from an underarm serve and explored rallying with a forehand</p> <p>Knowledge Children will learn about a variety of tennis skills such as the ready position, racket control and forehand and backhand ground strokes. They will learn how to use different strategies and tactics.</p> <p>Skills Demonstrate increased technique when using shots both cooperatively and competitively.</p> <p>Develop techniques in serving underarm</p>	<p>Knowledge Children will learn how to strike a ball into space to score points. They will also learn to communicate, collaborate and compete with each other. They will also learn the key principles of striking and fielding.</p> <p>Skills Develop batting technique consistent with the rules of the game.</p> <p>Develop bowling with some consistency, abiding by the rules of the game.</p> <p>Use overarm and underarm throwing with increased consistency.</p> <p>Beginning to catch with one and two hands with some consistency.</p> <p>Key vocabulary Runs, strike, fielding, stance, grip, technique, retrieve, stumped, wicket, batting, wicket keeper, bowl, two-</p>
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	<p>In year 5 the children will learn to explore creating tactics with others and applying them to game situation and develop tracking and marking with a variety of techniques.</p>		<p>Key Vocabulary Goal keeper, opponent, opposition, dribbling, defender, attacker, communication, tracking, control, tackle, outside, possession, inside and available.</p> <p>In year 5 the children will learn to explore creating tactics with others and applying them to game situation and develop tracking and marking with a variety of techniques.</p>	<p>Move into space to help their team keep possession and score goals.</p> <p>Develop defending one on one and know when to win the ball.</p> <p>Key vocabulary Footwork, pivot, opponent, receiver, landing foot, interception, rebound, obstruction, possession, attack, defence, contact and mark</p> <p>In year 5 the children will learn to control sending and receiving under pressure, creating tactics and applying them in the game, develop tracking and marking and move to create space for themselves and others in their team.</p>	<p>with increased consistency.</p> <p>Develop rallying using both forehand and backhand.</p> <p>Begin to used appropriate footwork patterns to move around the court.</p> <p>Key vocabulary ready position, return, serve, rally, control, opponent, forehand and backhand</p> <p>In year 5 the children will learn develop the range of shots used in a game and develop their range of serving techniques.</p>	<p>handed pick up and short barrier.</p> <p>In year 5 the children will Explore defensive and driving hitting techniques. Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation. Demonstrate clear technique when using a variety of throws under pressure. Explore catching skills (close/deep and wicket keeping) and apply these with some consistency</p> <p>OAA Prior learning (year 3) The children learnt to plan and implement strategies to solve a problem, developed map reading sills, follow nd give instructions and how to reflect on when and why they were successful at solving challenges.</p>
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						orientate. In year 5 the children will explore tactical planning with a team to overcome increasingly challenging tasks and develop navigational skills and map reading.
Computing	E-safety					
	<p>Prior learning (year3)</p> <p>Children learnt to use technology safely and respectfully, keeping personal information private. They also learnt to recognise acceptable and unacceptable behaviour online.</p> <p>Knowledge</p> <p>The children will learn why it is important to use technology responsibly. They will also learn where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p>Skills</p> <p>Use technology responsibly and understand that communication online may be seen by others.</p> <p>In year 5 the children will learn to understand the need to only select age appropriate content.</p>					
	<p>Using Computers</p> <p>Prior learning (year3)</p> <p>With support, the children learnt to select and use a variety of software to accomplish goals</p> <p>Knowledge</p> <p>With support, the children will learn to use a variety</p>	<p>Computer Science</p> <p>Prior learning (year 3)</p> <p>Children recognise familiar forms of input and output devices and how they are used and make efficient use of them.</p> <p>Knowledge</p>	<p>Coding</p> <p>Prior learning (year 3)</p> <p>Children learnt to design, write and debug programs that control or simulate virtual events.</p> <p>Knowledge</p> <p>The children will begin to learn how to decompose (break down) programs into smaller parts.</p>	<p>Net Searching</p> <p>Prior learning (year 3)</p> <p>Children learnt to use simple search technologies and recognise that some sources are more reliable than others.</p> <p>Knowledge</p>	<p>Networks</p> <p>Prior learning (year3)</p> <p>The children began to understand that computer networks enable the sharing of data and information.</p> <p>They also began to understand that the internet is a large</p>	

	<p>of software on a range of digital devices.</p> <p>Skills Use a variety of different digital devices.</p> <p>Use different programmes with increasing confidence e.g. Word, PowerPoint, the internet, Excel etc.</p> <p>In year 5 the children can independently select and use appropriate software for a task.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience.</p>	<p>Children learn about different input devices such as cameras or sensors</p> <p>Skills Use different input devices to accomplish a given goal.</p>	<p>Skills They will use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>They will select, use and combine a variety of software, systems and content that accomplish given goals</p> <p>In year 5 the Children will design, input and test increasingly complex set of instructions to a program or device. Design, write and debug programs that accomplish specific goals, including controlling of stimulating physical systems.</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p> <p>Children will design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p>	<p>Children will learn how results are selected and ranked by search engines.</p> <p>Skills Use search tools to research information about new topics.</p> <p>In year 5 the children use filters in search technologies effectively and appreciate how results are selected and ranked.</p>	<p>network of computers and that information can be shared between computers.</p> <p>Knowledge Children begin to learn what servers are and how they provide services to a network.</p> <p>Skills Begin to use servers</p> <p>In year 5 the children will begin to use internet services to share and transfer data to a third party.</p>
<p>Music</p>	<p>Young Voices</p> <p>Knowledge The children will learn about what a choir is and how they are structured.</p> <p>Skills The children will continue to develop their ability to</p>	<p>Singing</p> <p>Prior learning (year 3) To know and be able to talk about the instruments used in class (a glockenspiel, recorder)</p>	<p>Composition</p> <p>Prior learning (year 3) To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow</p>	<p>Glockenspiel</p> <p>Children will develop and explore playing the glockenspiel, following increasingly challenging rhythms.</p> <p>Knowledge</p>	<p>Performance</p> <p>Prior learning (year 3) To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed.</p>

<p>sing as part of an ensemble. They will develop their confidence to perform in front of others and link movement to music using body percussion and choreography.</p> <p>Key vocabulary Pitch, rhythm, timing, choir, conductor, ensemble, choreography, sing, volume, dynamics In</p> <p>In Year 5, the children will develop this to perform as part of an ensemble with increasing control, accuracy and expression.</p>	<p>Mamma Mia Children will learn about the song Mamma Mia and use instruments to perform as a class.</p> <p>Knowledge To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice</p> <p>Skills To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.</p>	<p>Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice.</p> <p>‘Stop’ Children will learn about a song linked to anti-bullying. They will compose lyrics linked to this theme.</p> <p>Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.</p> <p>Skills Help create at least one simple melody using one, three or all</p>	<p>To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Skills To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don’t know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p> <p>Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn’t have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don’t know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music Children will sing as part of a group or independently. They will use musical skills and techniques including timing, rhythm, tune and pitch. A range of musical instruments will be used.</p> <p>Skills To choose what to perform and create a programme. a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them.</p>
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		<p>To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.</p>	<p>five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>'Lean on Me' Children will learn about soul/gospel music and helping one another. They will focus on the pulse, rhythm and pitch to compose music and incorporate instruments.</p> <p>Knowledge To know five songs from memory and who</p>	<p>Key Vocabulary Song, perform, rehearse, melody, choir, conductor, notes, tone, orchestra.</p> <p>In year 5 the children will look into the history of music. They will learn to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>'Blackbird' Children will learn to use a variety of instruments in time with the song 'Blackbird'. They will develop their understanding of how to use different instruments and altogether will create an ensemble.</p> <p>Key Vocabulary Performance, timing, rhythm, tune, pitch, instruments, ensemble.</p>	<p>To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
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sang them or wrote them. To know the style of the five songs.

To choose one song and be able to talk about.

Some of the style indicators of that song (musical characteristics that give the song its style).

The lyrics: what the song is about.

Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).

Identify the main sections of the song (introduction, verse, chorus etc).

Name some of the instruments they heard in the song.

Skills

To confidently identify and move to the pulse.

To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).

Talk about the music

In year 5 the children will develop a deepening understanding of the music that they perform and to which they listen, and its history. They will play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

			<p>and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical word.</p> <p>Key Vocabulary Composition, chorus, ensemble, lyrics, dynamics, quaver, semi-quaver, crotchet, pulse, rhythm, pitch, tempo.</p> <p>In year 5 children will improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>			
Art	<p>Hokusai Inspired Paintings Prior learning (year3) The children will begin to use and combine previously learnt brush skills for specific purposes. Mix a range of colours and know which primary colours make secondary colours.</p>	<p>Sketching Endurance Prior learning (year3) The children learnt to use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Knowledge The children will begin to learn the</p>	<p>Canopic jars /Papyrus & Hieroglyphics Prior learning (year3) The children learnt to Join clay adequately and work reasonably independently. Construct a simple clay base for extending and</p>		<p>European Art – Collage Prior learning (year3) The children learnt how to create collages based on specific themes and inspired by famous British artists.</p> <p>Knowledge</p>	<p>European Art - Sculpture Prior learning (year 3) The children explored basic 3-dimensional forms using materials like clay and paper-mache.</p> <p>Knowledge</p>

<p>Use a developed colour vocabulary. Experiment with different textures and effects (e.g. blocking in colour, washes, layering, brush size and thickened paint.) Begin to work confidently with different scales (e.g. small brush on small picture)</p> <p>Knowledge The children will learn about the famous Japanese artist Hokusai and how he created depth and different moods in his paintings.</p> <p>Skills Create a painting inspired by Hokusai's 'The Great Wave'. Use previously learnt brush skills with confidence and for specific purposes. Make and match colours with increasing accuracy. Use more specific colour language (e.g. tint, tone, shade, hue)</p> <p>Begin to make choices about which paints and implements to use for their art work.</p>	<p>relationships between line and tone, pattern and shape, line and texture, while sketching different perspective of the Endeavor</p> <p>Skills Make informed choices in drawing including paper and media</p> <p>Use tone and shading when drawing to begin to add depth to their artwork.</p> <p>Continue to develop awareness of objects in 3D within drawings and how they can show this in their work.</p> <p>Begin to investigate proportion, emotion and expression. Show increasing control. Alter and refine drawings and describe changes using art vocabulary.</p>	<p>modelling other shapes. Plan, design and make a model/sculpture Create models/sculptures using different materials such as wood, papier-mâché, recycled materials.</p> <p>Knowledge The children will learn about Canopic jars and how they are made and will learn how to make informed choices about 3D technique chosen.</p> <p>They learn how Papyrus paper is made.</p> <p>They will explore shape, space and form.</p> <p>Skills Plan, design, make and adapt Canopic jars.</p> <p>Use a variety of materials.</p> <p>Talk about their work, using language appropriate to the</p>			<p>The children will deepen their understanding of diverse European artists including Joan Miro and Rene Magritte.</p> <p>Skills They will develop collage skills, incorporating mixed media techniques.</p> <p>By reflecting on works of renowned European artists, Year 4 children will gain a richer appreciation for art history and enhance their ability to create imaginative and meaningful compositions.</p>	<p>The children will acquire a rich understanding about different European sculptors.</p> <p>Skills They will develop 3d sculpting skills, exploring diverse materials and techniques inspired by Eduardo Paolozzi.</p> <p>In year 5 the children will learn to relate artists to periods of time studied in history. Ask and answer questions based on relevant artists. Compare and contrast work from artists from similar artistic eras. Begin to develop art appreciation.</p>
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	<p>Continue to explore the use of texture and effects with paint according to what they need for the task.</p> <p>Begin to show increasing independence and creativity with the painting process.</p> <p>In year 5 the children will continue to use previously learnt brush skills with confidence and for specific purposes. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Make confident choices about which paints and implements to use for their art work. Work independently and confidently with the painting process. Begin to use preliminary studies to test media and materials. Create imaginative work from a variety of provided sources.</p>	<p>In year 5 the children will use a variety of source material for their work. Explore the potential properties of line, tone, pattern, texture, colour and shape with increasing confidence. <i>(techniques)</i> Use proportion, emotion and expression with increasing confidence.</p>	<p>task, materials and tools used.</p> <p>Weave paper to make Papyrus paper.</p> <p>Begin to use notes, annotations and ideas in sketchbooks to adapt and improve their original ideas.</p> <p>In year 5 the children will use recycled, natural and manmade materials to create sculpture. Have a good understanding of the properties and abilities of materials they might use before planning a project. Understand that sculpture can be made through construction (adding) or carving (taking away) Plan a sculpture through drawing and other preparatory work.</p>			
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<p>Design Technology</p>		<p>Design clothing suitable for a polar explorer & Inventing a new form of transport Prior learning (year 3) The children would have learnt to begin to research others' needs. Show design meets a range of requirements. Describe purpose of product. Follow a given design criterion. Have at least one idea about how to create product. Create a plan which shows order, equipment and tools. Describe design using an accurately labelled sketch and words. Make design decisions. Explain how product will work. Make a prototype. Begin to use computers to show design.</p> <p>Knowledge Children will learn about what clothing is</p>	<p>Create a Loop game Prior learning (year 3) The children learnt to select appropriate materials, fit for purpose. Work through a plan in order. Consider how good product will be. Begin to measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Knowledge The children will learn about electrical circuits in science and use this knowledge to create a loop game.</p> <p>Skills Select suitable tools and equipment, explain choices in relation to required techniques and use accurately.</p> <p>Select appropriate materials, fit for purpose; explain choices.</p>	<p>Mother's Day Card Prior learning (year 3) Select appropriate tools and techniques. Alter product after checking, to make it better. Begin to try new/different ideas. Use simple lever and linkages to create movement</p> <p>Knowledge The children learn what a lever is and use their knowledge of levers to design and create their Mother's day cards.</p> <p>Skills Select most appropriate tools and techniques.</p> <p>Explain alterations to product after checking it.</p> <p>Grow in confidence about trying new/different ideas.</p> <p>Use levers and linkages to create movement.</p>		<p>Cooking Prior learning (year 30) The children learnt to think about how to grow plants to use in cooking. Begin to understand food comes from UK and wider world. Describe how healthy diet= variety/balance of food/drinks. Explain how food and drink are needed for active/healthy bodies. Prepare and cook some dishes safely and hygienically.</p> <p>Knowledge The children will learn about how food is grown around the worlds and how create dishes using the food.</p> <p>Skills Think about presenting product in interesting and attractive ways.</p> <p>Understand ingredients can be fresh, pre-cooked or processed.</p>

		<p>needed to survive in the Antarctica and why.</p> <p>Skills Use research for design ideas. Show design meets a range of requirements and is fit for purpose.</p> <p>Begin to create own design criteria. Have at least one idea about how to create product and suggest improvements for design.</p> <p>Produce a plan and explain it to others. Say how realistic plan is. Include an annotated sketch. Make and explain design decisions considering availability of resources.</p> <p>Explain how product will work. Make a prototype.</p> <p>In year 5 the children will learn to take a user's view into account when</p>	<p>Work through plan in order.</p> <p>Realise if product is going to be good quality.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques with some accuracy.</p> <p>Use number of components in circuit.</p> <p>In year 5 the children will Realise if product is going to be good quality. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy.</p>	<p>In year 5 the children will learn Refine product about testing. Grow in confidence about trying new/different ideas. Begin to use cams, pulleys or gears to create movement.</p>		<p>Begin to understand about food being grown, reared or caught in the UK or wider work.</p> <p>Describe eat well plate and how a healthy diet = variety/balance of food and drinks.</p> <p>Explain the importance of food and drink for active, healthy bodies.</p> <p>Prepare and cook some dishes safely and hygienically.</p> <p>Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>In year 5 the children will Begin to understand seasonality of foods. Understand food can be grown, reared or caught in the UK and the wider world. Describe how recipes can be adapted to change appearance, taste, texture, aroma.</p>
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		<p>designing. Begin to consider needs and wants of individuals or groups when designing and ensure product is fit for purpose. Create own design criteria. Have a range of ideas, Produce a logical, realistic plan and explain it to others. Use cross-sectional planning and annotated sketches.</p>				<p>Explain how there are different substances in food/drink needed for health. Prepare and cook some savory dishes safely and hygienically including, where appropriate, use of heat source. Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
<p>French</p>	<p>Revision Prior knowledge (Year 3) Children will learn to follow simple instructions and link pictures and actions to language.</p> <p>Children will become consistent on knowing French numbers, colours, greetings and classroom instructions. They will learn how to speak in French when talking about animals, clothes and Christmas. The children will practise verbally building sentences using this knowledge.</p> <p>Key Vocabulary Vocabulary relating to numbers, colours, greeting, classroom instructions, animals, clothes and Christmas.</p> <p>In year 5 children will learn to take part in conversations and express simple opinions giving reasons.</p>	<p>Weather/Family</p> <p>They will learn how to talk about their family in French and create their own family tree. They will learn new French words associated with the weather and link to different regions of France.</p> <p>Key Vocabulary Vocabulary linked to families, weather and French regions.</p> <p>In year 5 children will use dictionaries to extend vocabulary on a given topic and develop strategies to work out the meanings of unfamiliar words.</p>			<p>Classroom Objects /France as a Country</p> <p>They will learn to talk about classroom objects using positional language. Children will consolidate their understanding of France as a country such as food, landmarks and famous people.</p> <p>Key Vocabulary Vocabulary related to classroom objects, positional language, food, landmarks and famous people.</p>	

<p>RE</p>		<p>How is faith expressed in Hindu communities and traditions?</p> <p>Learn about the Hindu faith within families and communities in Britain today. Learn about their practices and what it is like to be a Hindu in current traditions. Closely explore Diwali.</p> <p>How is faith expressed in Sikh communities and traditions?</p> <p>Develop an understanding of the key beliefs in Sikhism. Learn about the Five Ks and explore the importance of the Ten Guru's.</p> <p>Key vocabulary Rama, Sita, Diva lamp, gods, lotus, good, evil, Guru, Five Ks, gurdwara, guru.</p>		<p>How do festivals and worship show what matters to a Muslim?</p> <p>Identify some beliefs about God in Islam. Learn about the Five Pillars and the festivals associated with these.</p> <p>For Christians what was the impact of Pentecost?</p> <p>Recall learning about Jesus' death and resurrection. Learn to connect with their learning on God as Trinity.</p> <p>Key vocabulary Trinity, God, Jesus, spirit, resurrection, Pentecost, ascension, disciples, Five Pillars, Allah, mosque, hajj, Qur'an, Islam, Mecca, Ramadan, hijab, burkha, Muhammad.</p>		<p>What are the deeper meanings of the festivals?</p> <p>Identify and describe three festivals from different religions as well as consider stories of key religious festivals and the meanings behind them.</p> <p>How and why do people try to make the world a better place?</p> <p>Refer back to previous knowledge to think about some of the ways why the world is not such a good place. Explore ideas and individuals that help inspire people to make the world a better place.</p> <p>Key vocabulary Festival, meaning, significance, inspiring, motivational.</p>
<p>PSHE</p>	<p>Relationships and Valuing Difference Prior learning (year3) The children learnt to explain why we have rules; Explain some of the feelings someone might have when they lose something important to them; Define and demonstrate cooperation and collaboration; Identify people who they have a special relationship with; Consider others' points of view. Recognise that there are many different types</p>	<p>Keeping Myself Safe and Rights/ Responsibilities and Being My Best Prior learning (year3) The children learnt to define what a volunteer is; Identify key people who are responsible for them to stay safe and healthy; Understand the difference between 'fact' and 'opinion'; Understand the terms 'income', 'saving' and 'spending'; Explain that people earn their income</p>	<p>Growing & Changing and Health and Wellbeing Prior learning (year3) The children learnt to identify situations which are safe or unsafe; Define the words danger and risk and explain the difference between the two; Identify some key risks from and effects of cigarettes and alcohol; Identify risk factors in given situations; Evaluate the validity of statements relating to online safety;</p>			

of family; Reflect on listening skills; Recognise the factors that make people similar to and different from each other; Understand and explain some of the reasons why different people are bullied.

Knowledge

Children will learn the importance of having respect for self and others, courteous behaviours, safety and human rights.

Children will learn about a range of difference cultures and how important it is to respect everybody, even if their beliefs are different from our own.

They will learn how to deal with conflict, anger and new challenges. They will have an understanding of who they are and their relationships with others.

Skills

Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain what we mean by a 'positive, healthy relationship';

Recognise that there are times when they might need to say 'no' to a friend; Demonstrate strategies for working on a collaborative task Recognise that different people can have different feelings in the same situation; Give examples of strategies to respond to being bullied, including what people can do and say;

In year 5 the children will learn to take notice of our feelings, Team Work, building good relationships, Kind Conversations and be Good to be me.

through their jobs; Explain how some infectious illnesses are spread from one person to another; Develop skills in discussion and debating an issue; Explain some of the different talents and skills that people have and how skills are developed.

Knowledge

Children will have an understanding of possible risks, managing them and how to make decisions.

Children will look at different ways of making a difference.

They will know how to keep safe and who in the community is there to help and support

Skills

Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Know and explain strategies for keeping safe online

Describe stages of identifying and managing risk Explain how different people in the school and local community help them stay healthy and safe Understand the reason we have rules

Understand some of the ways that various national and international environmental organisations work to help take care of the environment

In year 5 the children will learn about Councils, Basic first aid, Rights responsibilities and duties, Communities, Making a difference, Spending wisely, Borrowing money, Challenging work place gender stereotypes.

Demonstrate strategies for assessing risks; Identify different types of relationships; Understand what is meant by the term body space (or personal space); Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise that babies come from the joining of an egg and sperm.

Knowledge

Children will learn about how their bodies will change over time.

They will also look at changes that will occur at different stages of their lives and how to keep healthy.

Skills

Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.

Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).

Identify qualities and attributes of people who support the school community.

Describe some of the changes that happen to people during their lives.

Understand how the onset of puberty can have emotional as well as physical impact Identify parts of the body that males and females have in common and those that are different.

Know the key facts of the menstrual cycle.

			In year 5 the children will learn about Smoking, getting fit, Independence and responsibility, Bullying, being assertive Drugs – true or false, Dilemmas, growing up and changing bodies.
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