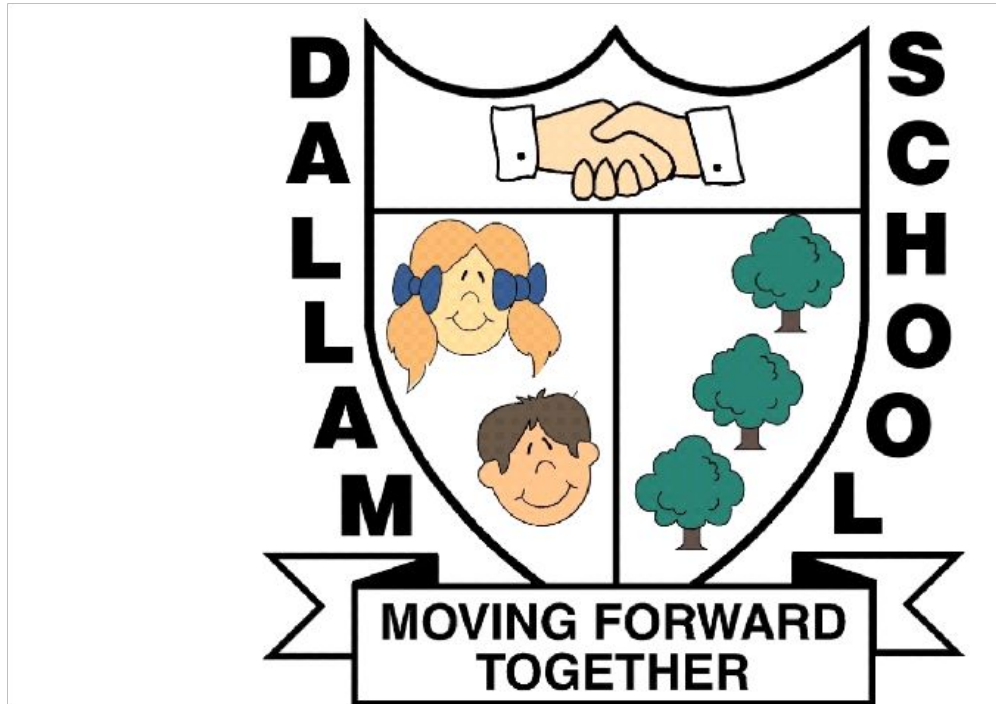


DALLAM PRIMARY SCHOOL



Year 5 Curriculum

Intent

The curriculum at Dallam Primary is designed to provide a broad and balanced education that meets the needs of all of our children while delivering the programmes of study outlined in the National Curriculum in England. Through a wide range of subjects, it encourages effective communication, independence, curiosity, creativity and resilience to produce collaborators, innovators and leaders. Promoting physical development and mental well-being are key elements in supporting the development of the whole child and promoting a positive attitude to learning.

Central to our curriculum are core skills that underpin everything that we do:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Our approach enables children to make connections within and across subjects as they acquire the knowledge, understanding and skills they will need for the next stage in their learning and to make a positive contribution to and celebrate diversity within their community and in the wider world today and in the future.

Long Term Plan

	AUTUMN		SPRING		SUMMER	
Science	Earth and Space Forces		Properties and changes of materials		Living things and their habitats Animals including humans	
Computing	Exploring Search Engines E-Safety		Programming Music E-Safety		Data Handling and the Mars Rover E-Safety	
History	The Mayans – Contrasting Non-European History with British History		The Mayans Civilisation and Empire		Ancient Greek Influences and Architecture Impact on the Western World Civilisation and Empire	
Geography			North and South America Countries and states Human and Physical Features		North and South America Economic Activity, Trade Links and the Distribution of Natural Resources Refugees	
Design and Technology	Structures	Textiles	Electrical Systems	Cooking and Nutrition	Mechanisms	Electrical Systems
Art and Design	Drawing and Painting					
	Collage					
Music	Composition Notation	South and West Africa	Blues	Composition to represent the Festival of Colour	Becoming Composers	
PE	Cognitive Skills (Real PE) Athletics	Creative Skills (Real PE) Invasion Games	Social Skills (Real PE) Gymnastics	Physical Skills (Real PE) Striking and Fielding Games Outdoor Adventure	Health and Fitness (Real PE) Net and Wall Games Dance	Personal Skills (Real PE) Striking and Fielding Games Athletics Dance
RE	Christianity – God Why is it sometimes difficult to do the right thing?	Christianity – Jesus What do we mean by a miracle?	Christianity – The Church How do people decide what to believe?	Islam Why is the Qur'an important to Muslims?	Judaism Do people need laws to guide them?	Hinduism What might Hindus learn from stories about Krishna?
Languages	My school / Your school	Where I live / Where you live	Healthy Eating	My school / Your school	Where I live / Where you live	Healthy Eating

English

The image shows the word "English" in a playful, colorful font. Each letter is a thick, 3D block letter. The colors are: 'E' is green, 'n' is light blue, 'g' is red, 'l' is yellow, 'i' is pink, 's' is purple, and 'h' is light blue. Seven hands are visible, each holding one of the letters from below. The background is plain white.

Spoken Language

Throughout each year group, pupils will build on the oral language skills build in previous years at a level which is appropriate to their age. They will be encouraged to communicate effectively across a range of contexts and to a range of audiences. They will have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils will be encouraged to take turns and participate constructively in conversations and debates.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Throughout Year 5, pupils will have opportunities to read and enjoy listening to a range of quality fiction.

The reading spine books for Year 5, which will be read aloud throughout the year are:

FArTHER-Grahame Baker Smith

Kensuke's Kingdom –Michael Murpurgo

Stormbreaker

The poetry spine includes:

Refugee Poetry

The Works 4 –Pie Corbett

The Highwayman –Alfred Noyes

Reading

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Reading

- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Reading Across the Curriculum

Throughout Year 5, pupils' learning across the curriculum will be supported by a range of quality books including:

Autumn term

The Maya Creation Story

Spring term

My Name is Not Refugee

Summer term

Theseus and the minotaur

Writing

During Year 5, pupils will write a range of genres. Particular focus will be placed on:

stories involving: a character with a flaw, a tale of rags to riches and a tale of fear

reports, persuasion and explanation.

Talk For writing Texts include:

A Boy in the Girls' Bathroom

King Kong –Anthony Browne

Traditional Tales

Writing

Pupils will be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing

- **plan their writing by:**
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **draft and write by:**
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **evaluate and edit by:**
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

Writing

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- develop their understanding of vocabulary and grammatical concepts by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 set out in Appendix 2 of the National Curriculum
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology for Y5 and 6 accurately and appropriately in discussing their writing and reading

PALS Objectives - Autumn

Writing is planned for and assessed using objectives from PALS files which break down Y5/6 National Curriculum objectives into Year groups and ensure progression through the year.

Year 5		Autumn – Working within
Vocabulary	Nouns and Adjectives	Use a wider range of appropriate synonyms for nouns (using a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition e.g. dog, hound, Labrador, gundog.
		Write expanded noun phrases for description by selecting from a wider range of adjectives (through the use of a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition e.g. the frightening guard dog, the glittering sports car.
		Write expanded noun phrases for description by using a range of preposition phrases to aid clarity. e.g. the black dog with white spots, the black dog in a red collar.
		Write expanded noun phrases for specification using a wider range of more precise prepositions to aid clarity e.g. in front of, at the back of, at the side of, next to – the scary guard dog in front of the kennel.
	Verbs and Adverbs	Use a wider range of appropriate synonyms for verbs (using a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition e.g. strolled, sauntered, ambled.
		Use Standard English for verbs, including subject-verb agreement e.g. they were studying not they was studying and modals in past tenses e.g. she should have won, or she should've won not she should of won.
Cohesive Devices	Use appropriate pronouns within and across sentences to aid cohesion and avoid repetition of noun e.g. The witch looked at the boy. She gave him an apple. He ate it.	
	Use possessive pronouns to aid cohesion and avoid repetition e.g. The dog was hers. That bag is mine. The house is yours.	
	Use a greater range of adverbs or adverbials for time, number and addition to aid cohesion, clarity and avoid repetition e.g. All of a sudden, After a large lunch, Additionally, in Addition.	
Sentence	Sentence Structure	Use a range of sentence structures including simple sentences for effect and multi-clause sentences using co-ordination conjunctions e.g. and, so, but, or.
		Use subordination (relative clause) – using 'who', 'that' or 'which' in relative clauses embedded within the main clauses e.g. The house, which was dark and spooky, stood at the bottom of the lane.
		Use Subordination (relative Clause) – using 'whose' as a relative pronoun to show possession e.g. She knew the family whose house we bought.
		Use subordination – writing sentences with two subordinate clauses and a main clause. e.g. when I got up, I make my breakfast because my mum was asleep. I was happy when he arrived although he was very late.
	Punctuation	Use the full range of punctuation taught at KS1 correctly – capital letters, full stops, question marks, commas for lists and apostrophes.
		Use commas to separate embedded relative clauses using 'who', 'that', 'which' e.g. The house, which was dark and spooky, stood at the bottom of the lane.
		Use apostrophes to show contraction in verb forms including positive, negative and modals and to ensure Standard English e.g. he should've not should'of.
		Use apostrophes to show possession for both singular and plural nouns (including collective nouns).
	Use inverted commas (speech marks) and other forms of punctuation in dialogue where the reporting clause is in the middle of sentences spoken by the same speaker e.g. "look at me!" said Jenny. "I am on the roof!"	

PALS Objectives - Autumn

Composition	Writing Process	Read and discuss similar writing to understand and learn from structure, vocabulary, grammar, form, audience and purpose.	
		Develop initial ideas on own plan through discussion with teacher/peers and reading similar writing	
		Evaluate the structure, grammar, vocabulary and punctuation of own and others; writing for sense and effectiveness.	
		Edit by suggesting improvements and making changes to grammar, vocabulary and punctuation to clarify meaning.	
		Proof read for spelling and punctuation errors.	
	Narrative	Read aloud own writing using appropriate intonation and controlling volume and tone so that the meaning is clear.	
		Write a range of chronological texts in a variety of different forms e.g. recounts – newspaper report, biography, auto-biography, <u>instructions</u> – care-leaflet.	
		Write a range of non-chronological texts in a variety of different forms e.g. reports; explanations- scientific phenomena; persuasive texts – letter; discussions (balanced arguments).	
		Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases tense choices.	
		Use relevant and appropriate description of subject matter to inform and engage the identified audience including personal viewpoint when relevant	
		Non-Fiction	Write a range of chronological texts in a variety of different forms e.g. recounts – newspaper report, biography, auto-biography, <u>instructions</u> – care-leaflet.
			Write a range of non-chronological texts in a variety of different forms e.g. reports; explanations- scientific phenomena; persuasive texts – letter; discussions (balanced arguments)
Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases tense choices.			
Use relevant and appropriate description of subject matter to inform and engage the identified audience including personal viewpoint when relevant			

PALS Objectives - Spring

Year 5		Spring - Focussing
Vocabulary	Nouns and Adjective	Select a wider range of appropriate determiners (e.g. articles, possessives, quantifiers, demonstratives) choosing synonyms for clarity, emphasis and to avoid repetition e.g. every child, each child, all children.
		Select comparatives and superlatives to aid cohesion/clarity, avoid repetition e.g. nastier, angriest – the angriest man in town.
	Verbs and Adverbs	Use a variety of tenses correctly in a range of text types: simple past, past progressive, simple present, present progressive, future, imperative, present perfect past perfect, present perfect progressive e.g. He has been working for a while.
		Select appropriate modal verbs to indicate degrees of possibility e.g. might, could, should, must, will and strong suggestion e.g. should, shouldn't, choosing when to contract or not, depending on formality of language e.g. The council will not empty the bins. I won't do that.
Cohesive Devices	Use adverbial phrases for manner (how) by modifying the adverb with another adverb e.g. very quickly, extremely fast	
Sentence	Sentence Structure	Use subordination for cause using a greater range of conjunctions to avoid repetition e.g. because/as.
		Use subordination for comparison or concession e.g. although, even though – He is tall although his parents are short. I am going out even though it is raining.
		Use subordination (relative clause) – using 'where', 'when' and relative pronouns to give more information about the noun e.g. This is the house where I grew up. That was the day when he broke his leg.
		The relative pronoun in an embedded relative clause e.g. The man, covered with mud, staggered into the room.
	Punctuation	Use commas to clarify meaning and avoid ambiguity, e.g. Stop hitting, Joe instead of stop hitting Joe.
		Use a colon after an independent introductory main clause to introduce a list of nouns separated by commas e.g. The milkshake includes a number of ingredients: bananas, honey, milk and ice-cream.

PALS Objectives - Spring

Composition	Writing Process	Discuss and identify the purpose and audience for own writing in a given form.
		Plan own writing for the identified audience and purpose (using discussion and similar writing/planning as models) by organising initial ideas on a planning format.
		Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary and making improvements before writing.
		Edit to ensure consistent and correct use of tenses and correct subject and verb agreement for Standard English.
		Edit to ensure appropriate level of formality (register), by making changes to structure, grammar, vocabulary and punctuation.
		Perform own compositions to group/class, using appropriate intonation, volume and movement so that the meaning is clear
	Narrative	Include descriptions of settings, atmosphere, action, character, characters feelings and author's viewpoint to advance the narrative.
		Include dialogue to convey character and /or advance the action.
	Non-Fiction	Write introductions to orientate, introduce and engage the reader including personal viewpoint where appropriate.
		Write conclusion to sum up, evaluate or advise, including a clear link back to the introduction and personal viewpoint where appropriate.

PALS Objectives - Summer

Year 5		Summer - Securing
Vocabulary	Nouns and Adjective	Modify or intensify adjectives using a greater range of adverbs e.g. incredibly, always, sometimes, the incredibly scary dog – The dog is always scary.
	Verbs and Adverbs	Use a wider range of appropriate adverbial phrases for place (using dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition e.g. under the sea, below the waves, beneath the surface of the ocean.
	Sentence Structure	Use a greater range of adverbs or adverbials for cause to aid cohesion, clarity and avoid repetition e.g. Consequently, As a result.
		Use a greater range of adverbs or adverbials for opposition to aid cohesion, clarity and avoid repetition e.g. Nevertheless, on the other hand.
Use adverbs to indicate degrees of possibility e.g. maybe, perhaps, surely.		
Sentence Structure	Vary the position of adverbs and adverbial phrases in the sentence for emphasis and effect e.g. At the end of the garden, there was a large statue. Consequently, the plan failed. He quickly ran to the shop. It is very good value, in actual fact.	
	Use subordination for time using a greater range on conjunctions to avoid repetition e.g. as, since, as soon as – I watched TV as I ate my supper. I have played golf since I was six.	
	Use subordination – varying order of clauses to emphasise meaning by moving subordinate clauses to the beginning of sentences e.g. Although he wasn't tired he went to bed. Unless it stops raining, we are staying inside.	
Punctuation	Use subordination – using 'that' following verbs for thinking, feeling and speaking e.g. He believed that the world was flat. He worried that she would not come. He said that the game was over.	
	Indicate parenthesis of phrases or words with brackets, dashes or commas e.g. Mr Smith (our grumpy next door neighbour) hates children. Our neighbour – Joe – mows his lawn every Sunday. My neighbour, Mr Smith hates children.	
Composition	Writing Process	Evaluate the grammar, vocabulary and punctuation for appropriate level of formality (register) for the audience, purpose and style of writing.
		When discussing writing, recognise and use terminology from previous years and Y5: modal verb, relative clause; parenthesis, bracket, dash; cohesion, ambiguity.
	Narrative	Organise and develop whole narratives with well-balanced paragraphs to engage the reader.
		Use a greater range of cohesive devices to make links across the narrative e.g. pronouns, adverbs, adverbial phrases, tense choices
Non-fiction	Write simple hybrid texts with more than one purpose by incorporating a section or paragraph e.g. non-chronological report with a persuasive paragraph.	
	Use appropriate organisation and features of the text type to balance the content; suit the purpose and form of the next type and engage the reader e.g. discussions – evenly balanced paragraphs; instructions – heading, bullet points, underlining.	

Maths



Throughout Year 5 pupils will:

- develop mathematical fluency and conceptual understanding in increasingly complex problems
- recall and apply knowledge rapidly and accurately
- reason mathematically, recognise and describe relationships and use correct mathematical vocabulary to prove their findings
- solve a wide range of increasingly complex problems – both routine and non-routine
- use efficient written and mental methods of calculation
- break problems down into a series of manageable steps
- persevere to find solutions
- make connections between multiplication and division with fractions, decimals, percentages and ratio.
- extend their understanding of the number system and place value to include larger integers
- Be introduced to the language of algebra as a means for solving a variety of problems
- read, spell and pronounce mathematical vocabulary correctly

Number and Place Value

Pupils will be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number and Place Value

- identify multiples and factors, including finding all factor pairs of a number, and
- common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Number and Place Value

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify: angles at a point and one whole turn (total 360°)
- angles at a point on a straight line and a turn (total 180°) □ other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

The long term plan for maths in Year 5 ensures full coverage of the National Curriculum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and Division				Number - Reasoning	Line Graphs and tables	
Spring	Number: Fractions					Number: Decimals			Measures: Percentages		Position and movement	
Summer	Measurement Converting units			Area and Perimeter		Measures: volume		Number: Roman	Reasoning		Assess and Review	

Pupils are assessed throughout the year to determine whether they are on track to achieve Age Related Expectations at the end of the Year.

Year 5 ARE	Working within	Focusing	Securing
Number and the number system	<p>Estimate numbers and quantities to 10 000. Identify square numbers and use notation n^2. Find pairs of factors for any number to 100.</p> <p>Order a set of positive/negative integers.</p> <p>Recognise prime numbers to 100 (at least 20).</p> <p>Read Roman numerals to 1000 (M)</p> <p>Compare and order fractions whose denominators are multiples of same number</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually and including tenths and hundredths</p> <p>Recognise the percent symbol %, understand that % is number of parts per 100</p>	<p>Interpret negative numbers in context</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000, 100 000 decimals with 2dp to the nearest whole number and to 1dp.</p> <p>Read, write order and compare numbers up to 3dp. Know and use the vocabulary of prime numbers, prime factors and composites (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p>	<p>Read, write, order and compare numbers to 1 000 000</p> <p>Count forwards / backwards in steps of 10 for any number up to 1 000 000</p> <p>Recognise years written in Roman numerals.</p> <p>Convert mixed numbers and improper fractions $\frac{7}{4} = 1\frac{3}{4} = 1\frac{75}{100} = 1\frac{3}{4}$</p> <p>Recognise and use thousandths and relate to decimal equivalents.</p> <p>Identify multiples and factors, finding all factor pairs of a number and common factors of two numbers. Recognise and use cube numbers, use notation n^3</p>
Calculation	<p>Use efficient written standard methods of addition and subtraction</p> <p>Add and subtract decimals to 2 places.</p> <p>Calculate mentally with increasingly large numbers drawing on known facts</p> <p>Add and subtract fractions with the same denominator and multiples of the same number</p>	<p>Add and subtract whole numbers with more than 4 digits using formal columnar written methods. X and \div whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Use rounding to check answers to calculations whole solving problems, check reasonableness of answer with reference to context or size of numbers.</p>	<p>Multiply numbers up to 4 digits by a one or two-digit numbers using formal written methods of short or long multiplication. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainder appropriately</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Calculate percentages of quantities and measures</p>
Problem solving	<p>Solve 4 op o multi-step problems in context, deciding which operations and methods to use and why.</p> <p>Solve number and practical problems involving number to 1 000 000 up to 3dp</p>	<p>Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors</p> <p>Solve problems involving measure using decimal notation including scaling.</p> <p>Use appropriate ways of calculating: mental, mental with jottings or written methods</p>	<p>Solve problems requiring knowing percentage and decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{1}{5}$ and those with a denominator of a multiple of 10 or 25.</p> <p>Solve problems involving \times and \div including scaling by simple fractions.</p> <p>Explain a generalised relationship (formula) in words</p>
Measurement	<p>Choose and use a variety of units and measuring instruments, reading and appropriately interpreting scales. Measure and calculate the perimeter of composite rectilinear shapes in cm and m</p>	<p>Solve problems involving converting between units of time</p> <p>Calculate and compare the area of squares and rectangles using square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes</p>	<p>Convert between different units of measure (e.g. km and m, m and cm, cm and mm; kg and g; l and ml)</p> <p>Understand and use equivalences between metric units and common imperial units eg stones, pounds and pints.</p> <p>Estimate volume and capacity eg using 1 litre/decade and water</p>
Geometry	<p>Use properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.</p> <p>Classify triangles.</p> <p>Make 3D mathematical models.</p> <p>Recognise where a shape will be after translation.</p>	<p>Identify 3-D shapes, including cubes and cuboids, from 3-D representations</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, know that the shape has not changed</p> <p>Use a protractor to measure acute and obtuse angles - nearest 5°.</p>	<p>Distinguish between regular and irregular polygons, reasoning about equal sides and angles.</p> <p>Draw given angles and measure them in degrees ($^\circ$)</p> <p>Identify $>$ angles of a point and one whole turn (total 360°); angles of a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90°</p>
Statistics	<p>Begin to read and interpret information in tables, including timetables.</p> <p>Use and interpret co-ordinates in the first quadrant</p>	<p>Construct and interpret line graphs</p> <p>Read and interpret data presented in a line graphs tables and use the mean of a set of data.</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p> <p>Group data in equal intervals.</p>

The National Curriculum specifies the content of each year group's science curriculum.

Throughout Year 5, Pupils will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- develop the scientific knowledge required to understand the uses and implications of science, today and for the future
- describe associated processes and key characteristics in common language, and be familiar with, and use, technical terminology accurately and precisely
- build up an extended specialist vocabulary
- apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data
- work scientifically within the contexts of biology, chemistry and physics
- use a variety of approaches to answer scientific questions including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources

Science is taught through project work wherever possible, but is often covered as a series of discrete lessons and is organised across the year in Year 5 as follows.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Earth and Space	Forces	Properties and Changes in Materials		Living Things and Their Habitats	Animals Including Humans

Animals Including Humans

Pupils will:

- describe the changes as humans develop to old age..

Living Things and Their Habitats

Pupils will:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Properties and Changes in Materials

Pupils will:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- 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, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and Space

Pupils will:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- 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

Forces

Pupils will:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

SMSC



Whilst opportunities for the development of SMSC are incorporated into all aspects of school life, there are many areas of the curriculum that are designed to specifically address different elements of Social, Moral, Spiritual and Cultural education:

Social Development:	Moral Development:	Spiritual Development:	Cultural Development:
<ul style="list-style-type: none"> • Exercise leadership and responsibility • Work successfully as a member of a group or a team • Work co-operatively • Use a range of social skills in different contexts <p style="text-align: center;">BIG ISSUES through Explore project</p> <ul style="list-style-type: none"> • Reflect on my contribution to society and to the world of work • Appreciate the rights and responsibilities of individuals • Recognise and respect social differences • Challenge the values of a group or wider community • Foster a sense of community, with common, inclusive values • Understand and debate social issues 	<ul style="list-style-type: none"> • Express views in an open and safe learning environment • Develop the desire to explore my own and others' views <p style="text-align: center;">Explore project</p> <ul style="list-style-type: none"> • Develop a willingness to express views on ethical issues • Develop an ability to make responsible and reasoned judgements on moral dilemmas • Develop the ability to think through the consequences of my own and others' actions 	<ul style="list-style-type: none"> • Reflect on own experiences, and learn from reflection • Enjoy learning, and be fascinated by the world around us • Develop an appreciation of the intangible • Ask questions and be curious – 'why?', 'How?', 'Where?' • Develop a sense of empathy with others, concern and compassion • Develop a respect for insight as well as for knowledge and reason • Understand feeling and emotions • Use imagination and creativity in their learning) • Develop an expressive and creative impulse • Have space for their own thoughts, ideas and concerns 	<p style="text-align: center;">Create project</p> <ul style="list-style-type: none"> • Participate in literature, drama, music, art, crafts, and other cultural events. • Develop a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures • Develop a willingness to participate in, and respond to, artist and cultural enterprises • Pupils' understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others

Pupils will be taught Spanish in KS2. They will:

- Listen to and understand the main points and some detail from a short spoken passage.
- Give a presentation in a clear audible voice.
- Converse briefly without prompts.
- Enjoy listening and speaking confidently.
- Read aloud with confidence, enjoyment and expression, in chorus or individually.
- Read and understand the main points and some detail from a short written passage.
- Write several sentences from memory.
- Develop a short text using a model.
- Demonstrate understanding of and respect for cultural diversity.
- Present information about an aspect of another country.
- Create spoken and written language using simple sentences.
- Use a dictionary/ICT resource to look up spellings.
- Discuss with a friend and devise role-plays.
- Plan and prepare themselves for a language activity.

Autumn Term



Throughout this term children will:

- Plan and research
- Analyse and evaluate
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Show empathy
- Show a commitment to fairness
- Communicate learning in relevant ways
- Work towards a goal

History: Who were The Mayans?

Historical Enquiry

- Begin to identify primary and secondary sources
- Use the evidence collected to build up a picture of life for the Mayans

Historical Knowledge

- Describe different aspects of the lives of different people

Chronology

- Use dates and vocabulary related to the passing of time such as: modern, ancient, BC, century, decade (ongoing)
- Place events, people and changes into correct periods of time

Historical Interpretation

- How some understanding that aspects of the past have been represented and interpreted in different ways

Art and Design

Exploring and Evaluating

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them (ongoing)
- Keep notes in their sketchbooks as to how they might develop their work further (ongoing)

Collage

- Add collage to a painted, printed or drawn background
- Use a range of media to create collages
- Experiment with a range of collage techniques such as tearing, overlapping and layering
- Use different techniques, colours and textures when designing and making pieces of work

Design Technology

Design

- Create a design, considering the main components required and creating an appropriate template

Make

- Measure, mark and cut fabric accurately and independently
- Sew a strong and secure blanket stitch when joining fabric
- Thread a needle independently
- Independently mark and measure wood
- Select appropriate tools and equipment for a task
- Use a saw correctly using safe techniques

Evaluate

- Test and evaluate an end product
- Adapt and improve own product by identifying points of weakness

Technical Knowledge

- Understand the difference between arch, beam, truss and suspension bridges

Computing

Computing Networks/Programming

- Search websites efficiently.
- Know how to check information for accuracy.
- Develop online research skills.
- Create an informative poster using online software.
- Explore the role of web crawlers and a web index.
- Tinker with Sonic Pi and explore its capabilities.
- Create a piece of music using programming skills.
- Compose music soundtrack using online software.
- Introduce repeating loops into soundtrack.
- Adapt musical code whilst performing.

Online Safety

- To know the differences between online and offline bullying.
- Learn how online technology can effect our mental health.

Music

Performing

- Sing with accuracy, fluency, control, and expression
- Sing a traditional African song unaccompanied, holding the tune and using expression
- Use tuned percussion to play a piece of music with a major chord and two chord progressions with accuracy
- With support use vocals or tuned percussion to perform a piece of music as an ensemble
- Play call and response rhythms using percussion instruments

Composing

- Explore and use different forms of notation
- Begin to read simple pitch notation
- Use hieroglyphs and stave notation to write a piece of music
- Create an eight beat break to play within a performance

Listening and Applying

- Develop their understanding of note length

RE

Expressing and communicating ideas related to religious and worldviews

Shared Human Experiences (ongoing)

- Discuss where people might look for guidance during their life
- Discuss when and why people might look for guidance

The Search for Personal Meaning (ongoing)

- Consider the value of differing sources of guidance
- Raise meaningful questions

Christianity (God)

- Retell the teachings from Genesis 3 of how Adam and Eve disobeyed God
- Discuss the Lord's Prayer and what guidance it provides for Christians

Christianity (Jesus)

- Retell a miracle story and explain what it reveals to the nature of Jesus to Christians
- Suggest things that might lead Christians into temptation in the modern world and how and why they might resist

PSHE

Being in My World

Celebrating Difference

- I can explain the differences between direct and indirect types of bullying
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Explain and apply basic safety principles in preparing for exercise.
- Describe what effects exercise has on the body and how it is valuable to fitness and health.

Athletics

- Be able to suggest ways to warm up and cool down that suit the activity.
- Explain the effects of exercise on the body, being specific about the benefits particular systems and organs

Games

- I can control and catch a ball & accurately pass whilst moving
- I can apply tactics and rules to a range of games – ongoing throughout the year
- I can use a range of techniques when passing, eg high, low, bounced, fast, slow – ongoing throughout the year

Cognitive Skill (Real PE)

- I can develop methods to outwit opponents.
- I can recognise and suggest patterns of play which will increase chances of success.
- I have a clear idea of how to develop my own and others' work.

Creative Skill (Real PE)

- I can respond imaginatively to different situations
- I can adapt my skills, movements or tactics so they are different from or in contrast to others.

Spring Term



Throughout this term, pupils will:

- Recognise our roles as Global citizens
- Recognise that we can impact our environment and community
- Show a commitment to fairness
- Show empathy
- Analyse and evaluate
- Communicate learning in relevant ways
- Work towards a goal

History: What happened to the Mayans?

Historical Enquiry

- Select and combine relevant information from different sources

Historical Knowledge

- Examine causes and results of events and the impact on people
- Know how the Mayan civilisation compares to British history

Chronology

- Make comparisons between different times
- Use dates and vocabulary related to the passing of time such as: modern, ancient, BC, century, decade (ongoing)

Historical Interpretation

- Identify and describe reasons for and results of historical events, situations and changes within and across different periods
- Give reasons for and results of the main changes and events in a non-European society (the Mayans)

Geography: What will I find across the Atlantic Ocean?

Locational Knowledge

- Use maps and globes to locate states and countries of North and South America and some major cities
- Identify environmental regions and key human and physical features of countries in North and South America
- Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere
- Identify the position and significance of the Tropics of Cancer and Capricorn.
- Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)

Geographical Skills and Fieldwork

- use atlases , globes and digital mapping to locate North and South America and their features
- use the eight-points of a compass, symbols and keys to build knowledge of North and South America
- communicate geographical information through writing at length (ongoing)

Design Technology

Design

- Place and manoeuvre 3D objects using CAD

Technical Knowledge

- Understand that a device means equipment created for a certain purpose or job

Cooking and Nutrition

- Adapt a traditional recipe
- Understand that nutritional value changes when things are added or removed
- Identify the nutritional difference between different products
- Talk about where food comes from

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them
- Keep notes in their sketchbooks as to how they might develop their work further

Drawing

- Work from a variety of sources developing close observation skills
- Use different marks, lines, patterns and shapes within a drawing
- Successfully use shading to create mood and feeling
- Organise line tone, shape and colour to represent figure and forms in movement
- Explore colour mixing and blending with different pencils

Music

Performing

- Play the first line of the 12-bar Blues
- Play the 12-bar Blues
- Play the Blues scale
- Improvise with notes from the Blues scale
- With support and direction begin to play and perform in both solo and ensemble contexts.
- Start to play musical instruments with some degree of accuracy, fluency, control and expression

Composing

- Represent the features of a piece of music using graphic notation, and colours, justifying choices using musical language

Appraising

- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary

Listening and applying

- Know the key features of Blues music

Computing

Data Handling/Programming

- Understand that information has to travel in order to be sent and received.
- Translate data into binary code.
- Identify what Random Access Memory is.
- Use binary to carry out calculations.
- Use binary to create messages.
- Use basic features of BBC micro:bit.
- Use BBC micro:bit to create a polling programme.
- Turn BBC micro:bit into a pedometer.

Online Safety

- Learn how to alter app permissions.

RE

Expressing and communicating ideas related to religious and worldviews

Shared Human Experiences (ongoing)

- Discuss where people might look for guidance during their life
- Discuss when and why people might look for guidance

The Search for Personal Meaning (ongoing)

- Consider the value of differing sources of guidance
- Raise meaningful questions

Christianity (The Church)

- Identify the Christian beliefs in the Apostle's Creed
- Discuss how symbols might unite the worldwide church

Islam

- Discuss Muslim's beliefs about the Qur'an as the word of God delivered by the Prophet Muhammad (pbuh)
- Explain a variety of ways that Muslims might show respect for the Qur'an and how this shows their respect for God

PSHE

Dreams and Goals

- I can compare the dreams and goals of a young person from another culture with my own
- I can reflect on how these dreams and goals relate to my own

Healthy Me

- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures
- I know the health risks of smoking and alcohol and can tell you how tobacco and alcohol affects the lungs, liver and heart
- I can make an informed decision about whether or not I choose to drink alcohol or smoke tobacco and know how to resist pressure
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Be able to suggest ways to warm up and cool down that suit the activity.
- Explain the effects of exercise on the body, being specific about the benefits particular systems and organs

Games

- I can apply tactics and rules to a range of games (ongoing)
- I can use a range of techniques when passing, eg high, low, bounced, fast, slow (ongoing)
- I can strike a ball with intent and throw it more accurately when bowling and/or fielding

Gymnastics

- I can perform a range of rolls including backwards roll consistently.
- I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions
- I can work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement

Outdoor Adventure

- I can plan and organise a simple orienteering trail using a variety of map reading and compass skills
- I can apply the skills and safety requirements for survival in an outdoor environment

PE

Social Skills (Real Gym)

- I can negotiate and collaborate appropriately
- I can give and receive sensitive feedback to improve myself and others.

Physical Skills (Real PE)

- I can perform a range of skills fluently and accurately in practice situations.
- I can use a combination of skills confidently in sport specific contexts.

Summer Term



Throughout this term, pupils will:

- Show flexibility
- Organise time and resources
- Adapt ideas as circumstances change
- Be creative
- Explore different ways of expression
- Communicate learning in relevant ways
- Work towards a goal

History: What did the Greeks do for us?

Historical Enquiry

- Use evidence collected to build up a picture of life in Ancient Greece

Historical Knowledge

- Know about Ancient Greek life and achievements and their influence on the western world
- Identify features of Greek architecture and its influence on architecture in Britain today

Chronology

- Use dates and vocabulary related to the passing of time such as: modern, ancient, BC, century, decade (ongoing)

Historical Interpretation

- Give reasons for and results of the main changes and events in Ancient Greece

Geography: Why do people want to live in America?

Place Knowledge

- Understand geographical similarities and differences through the comparison of human and physical features of the North West region of the UK and a region in North or South America

Human and Physical Geography

- Describe types of settlement and land use in North and South America
- Describe and understand economic activity and trade links in North or South America
- Describe and understand the distribution of natural resources including energy, food and minerals.

Geographical Skills and Fieldwork

- Communicate geographical information through the collection and interpretation of numerical information
- Communicate geographical information through writing at length (ongoing)

Art and Design

Exploring and Evaluating

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (**ongoing**)
- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them (**ongoing**)
- Keep notes in their sketchbooks as to how they might develop their work further (**ongoing**)
- Explore the roles and purposes of architects working in different times and cultures
-

Painting and Mixed Media

- Try a variety of materials and compositions for the backgrounds of drawings.
- Create a successful print.
- Experiment with materials and techniques when adapting photo portraits.
- Create a self-portrait that aims to represent something about them.
- Combining a wider range of media, e.g. photography and digital art effects.
- Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks
-

Design Technology

Design

- Create a design using both structures and mechanisms
- Investigate existing products and create a design criteria from own findings

Make

- Create mechanisms using sliders, pivots and folds to produce movement
- Make a functional series circuit, incorporating a motor

Evaluate

- Evaluate the work of others and accept feedback on own work
- Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses

Technical Knowledge

- Understand that mechanisms can be used to change one kind of motion into another

Music

Performing

- Perform a looped body percussion rhythm; keeping in time with their group.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops.

Composing

- To know that a loop is a repeated rhythm or melody, and is another word for ostinato
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together.

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Be able to suggest ways to warm up and cool down that suit the activity.
- Explain the effects of exercise on the body, being specific about the benefits particular systems and organs

Dance

- I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- Create dances using a range of movement patterns from different styles of dance.

Games

- I can play recognised version of net game showing tactical awareness and knowledge of rules and scoring – ongoing throughout the year.

Health and Fitness (Real Dance)

- When planning an activity, I can identify possible dangers to me and possible dangers in the space

Personal Skills

- See all new challenges as opportunities to learn and develop
- Recognise my strengths and weaknesses and can set myself appropriate targets

Computing

Creating Media/Skills Showcase

- Explore original forms of animation and create one.
- Create own stop motion animation.
- Decompose animation using a storyboard.
- Edit and evaluate animations using a range of features taught.
- Identify ad create a pixel.
- Design a tyre using online 3D software.
- Learn how images can be compressed.

Online Safety

- Understand how to be respectful online.

RE

Expressing and communicating ideas related to religious and worldviews

Shared Human Experiences (ongoing)

- Discuss where people might look for guidance during their life
- Discuss when and why people might look for guidance

The Search for Personal Meaning (ongoing)

- Consider the value of differing sources of guidance
- Raise meaningful questions

Judaism

- Explain why the Torah is important to Jewish people and how it shows guidance
- Discuss the role of the Synagogue

Hinduism

- Explain Hindu beliefs about Krishna
- Talk about the Hindu festival of Holi

PSHE

Relationships

- I can explain in some detail how to stay safe when using technology to communicate with my friends
- I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others

Changing Me

- I can describe how girls' and boys' bodies change during puberty
- I can express how I feel about these changes that will happen to me during puberty