

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

Subject	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p><b>Reading</b> <b>Core Text:</b> <b><u>Tuesday by David Wiesner</u></b> This unit will broaden the children's understanding of literature as a medium and examines how picture books use images as a story telling device, challenging the children to think beyond the text and discuss hidden layers of meaning.</p> <p><b><u>Shackleton's Journey by William Grill</u></b> A non-fiction text/picture book about Shackleton's epic expedition to Antarctica. Children are able to immerse themselves in writing in character as they write a letter to persuade a colleague to join the voyage and then reflect on the highs and lows of the journey in a diary entry.</p>	<p><b>Reading</b> <b>Core Text:</b> <b><u>William Shakespeare's Macbeth (Oxford University Press, adapted by Jon Blake)</u></b> In this unit the children are exposed to one of Shakespeare's dramas which provides an opportunity for the children to examine plot and character development as used by one of the literary greats.</p>	<p><b>Reading</b> <b>Core Text:</b> <b><u>The Lost Words by Robert MacFarlane</u></b> This poetry unit introduces the children to vocabulary disappearing from everyday use.</p> <p><b><u>Journey to Jo'burg by Beverly Naidoo</u></b> This text examines a contrasting childhood experience to our own and provides insight into a historical era. This unit is supported by links to non-fiction texts, in particular, apartheid.</p>
	<p><b>Reading Opportunities:</b> <b>During shared reading and guided reading:</b></p> <ul style="list-style-type: none"> <li>- encouragement of Reading for Pleasure</li> <li>- apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words</li> <li>- listen to, read and discuss a wide range of books and writing</li> <li>- develop fluency, use of expression and stamina</li> <li>- discuss themes and conventions</li> <li>- develop comprehension skills – check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language and its impact on the reader</li> <li>- develop empathy by understanding feelings and actions of characters</li> <li>- distinguish between fact and opinion statements</li> <li>- Retrieve, record and present information from non-fiction texts</li> </ul> <p><b>Other Reading Opportunities</b></p> <ul style="list-style-type: none"> <li>- independent reading</li> <li>- reading recommendations and book discussions, including presentations and debates; make comparisons within and across books</li> <li>- poetry recital: one child per week</li> <li>- whole class poetry recital: Harvest Assembly, Spring Assembly, Tennyson Down Performance</li> <li>- library session</li> <li>- whole class story</li> </ul>		

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

	<p><b>Writing Opportunities</b> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <p><b>Genre of writing</b></p> <ul style="list-style-type: none"> <li>- Narrative (Story development)</li> <li>- Character description - selecting appropriate vocabulary – figurative and literal. Using ADDSPICE. Show not tell</li> <li>- Biography - structure and presentational devices; using brackets for extra information, précising longer passages</li> <li>- Diary (formal) – using expanded noun phrases to explain complex information. Modify noun phrases using adverbial and prepositional phrases.</li> <li>- Informal letter/persuasive – Cohesion across paragraphs. Modal verbs.</li> </ul> <p><b>Techniques/Mechanics/Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Word Classes and how they work within a sentence</li> <li>- Modal Verbs</li> <li>- Expanded noun phrases</li> <li>- ADDSPICE</li> <li>- Main clauses, relative clause and subordinate clauses</li> <li>- Use of conjunctions to create cohesion</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- recap of Yr3/4 statutory words</li> <li>- tion/sion</li> <li>- ssion</li> <li>- cian</li> <li>- adding suffixes beginning with vowel letters</li> <li>- common suffixes - common prefixes</li> <li>- y-i</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>- Increase legibility, consistency and quality of handwriting.</li> </ul>		<p><b>Writing Opportunities</b> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <p><b>Genre of writing</b></p> <ul style="list-style-type: none"> <li>- Narrative setting description – describing settings; creating atmosphere by selecting appropriate vocabulary – figurative/literal.</li> <li>- Using cohesive devices – adverbial phrases</li> <li>- Instructional text (recipe) – structure and presentational devices; relative clauses</li> <li>- Soliloquy – relative clauses, perform to the class</li> <li>- Newspaper report – using bracket, dashes or commas for parenthesis; direct/indirect speech</li> </ul> <p><b>Techniques/Mechanics/Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Using prepositions</li> <li>- Relative clauses</li> <li>- Using brackets, dashes and commas for parenthesis</li> <li>- Commas for clarity and to avoid ambiguity</li> <li>- Sentence structure – simple, compound; complex and use of conjunctions (FANBOYS and I SAW A WABUB)</li> <li>- Direct/indirect speech</li> <li>- Possessive apostrophes</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- cial/tial</li> <li>- cious/tious</li> <li>- able/ably</li> <li>- ible/ible</li> <li>- ei/ie after c with sound of eee</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>- Increase legibility, consistency and quality of handwriting.</li> </ul>		<p><b>Writing Opportunities</b> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <p><b>Genre of writing</b></p> <ul style="list-style-type: none"> <li>- Assessment (soliloquy)</li> <li>- Non-chronological report</li> <li>- Dialogue – Using direct speech to advance the action</li> <li>- Poetry – writing etherees, kennings, As ... is to ... and poems in the diamante incantation. Vocabulary choices</li> </ul> <p><b>Techniques/Mechanics/Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>- Consolidation of Yr 5 key skills</li> <li>- Top Tips for Year 6</li> <li>- Poetry performance</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- ough</li> <li>- silent letters</li> <li>- homophones</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>- Increase legibility, consistency and quality of handwriting.</li> </ul>	
<b>Maths</b>	<p><b>Number Place Value</b> Read, write, order and compare numbers to at least 1,000,000. Count in steps of powers of 10 for any given number up to 1,000,000.</p>	<p><b>Number Multiplication and division</b> Identify multiples and factors. Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p>	<p><b>Number Multiplication and division</b> Multiply numbers up to 4 digits by a one or two digit number using a formal written method. Divide numbers up to 4 digits by a one digit number using a</p>	<p><b>Measurement Perimeter and Area</b> Recap of perimeter. Calculate the perimeter of composite rectilinear shapes.</p>	<p><b>Geometry Position and Direction</b> Read and plot coordinates on a coordinate grid. Solve problems involving coordinates, including</p>	<p><b>Measurement Converting units</b> Recognise and convert between different units of metric measure. Understand and use approximate equivalences</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

	<p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Interpret negative numbers. Solve number problems and practical problems using all of the above. Read Roman numerals to 1000 and recognise years in Roman numerals.</p> <p><b><u>Number</u></b> <b><u>Addition and subtraction</u></b> Add and subtract whole numbers with more than 4 digits, including using formal written methods. Use rounding to check answers to calculations. Solve addition and subtraction multi-step problems. Add and subtract numbers mentally with increasingly large numbers. Compare different calculation strategies. Devise strategies to complete missing number problems.</p> <p><b><u>Arithmetic</u></b> Ongoing practice of all operations taught to Y5, to build fluency.</p>	<p>Solve problems by decomposing larger numbers into their factors, using prime numbers, prime factors and composite numbers. Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Recognise and use square numbers and cube numbers.</p> <p><b><u>Number</u></b> <b><u>Fractions</u></b> Identify, name and write equivalent fractions of a given fraction. Compare and order fractions whose denominators are multiples of the same number. Recognise mixed numbers and improper fractions and convert. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Add and subtract mixed numbers with the same denominator and denominators that are multiples of the same number, including breaking a whole.</p> <p><b><u>Arithmetic</u></b> Ongoing practice of all operations taught to date, to build fluency.</p>	<p>formal written method and interpret remainders appropriately. Solve problems involving addition and subtraction, multiplication and division.</p> <p><b><u>Number</u></b> <b><u>Fractions</u></b> Multiply unit and non-unit fractions by an integer. Multiply mixed numbers by an integer. Calculate fractions of a quantity, fractions of an amount and calculate the whole from a fraction. Use fractions as operators.</p> <p><b><u>Number</u></b> <b><u>Decimals and Percentages</u></b> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths as fractions and decimals. Round decimals with 2 decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the % symbol and write percentages as fractions and decimals. Solve problems which require knowing percentage and decimal equivalents.</p>	<p>Recap of regular and irregular polygons. Distinguish between regular and irregular polygons using reasoning. Calculate and compare the area of squares and rectangles and estimate the area of irregular shapes.</p> <p><b><u>Statistics</u></b> Construct line graphs from data tables, including conversion graphs. Determine axis intervals. Read and interpret line graphs. Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p> <p><b><u>Geometry</u></b> <b><u>Shape</u></b> Recognise degrees as a unit of measure for turn. Identify angles at a point and within a whole turn including multiples of 90°. Visually classify an angle as acute, obtuse or reflex. Recognise how to estimate the size of an angle. Measure angles using a protractor and draw lines and angles accurately. Calculate angles around a point, on a straight line and in shapes. Find missing lengths and angles. Revisit properties of 2-D shapes. Understand 3-D shapes and their properties. Use isometric paper to describe 2-D and 3-D shapes. Identify 3D shapes from nets. (Continues into summer 1)</p>	<p>finding missing coordinates. Identify, describe and represent the position of a shape following a translation. Identify lines of symmetry in any 2-D shape, including shapes with multiple lines of symmetry. Identify, describe and represent the position of a shape following a reflection.</p> <p><b><u>Number</u></b> <b><u>Decimals</u></b> Use known facts to add and subtract decimals within 1. Recognise and use decimal complements to 1. Add and subtract decimals with different numbers of decimal places. Identify efficient strategies for adding and subtracting decimals. Work with decimal sequences. Multiply and divide by 10, 100 and 1,000. Solve missing value decimal problems.</p> <p><b><u>Number</u></b> <b><u>Negative numbers</u></b> Understand negative numbers. Compare and order negative numbers. Calculate the difference between negative and positive numbers.</p>	<p>between metric units and common imperial units. Solve problems involving converting between units of time. Use timetables to solve problems that involve calculations with time.</p> <p><b><u>Measurement</u></b> <b><u>Volume and capacity</u></b> Recognise that volume refers to the amount of three-dimensional space an object occupies and the metric units used for measuring this (mm<sup>3</sup>, cm<sup>3</sup>, m<sup>3</sup> and ml, l). Compare and estimate volumes. Understand the difference between volume and capacity.</p> <p><b><u>Consolidation</u></b> Review and consolidation (practice) of all topics taught in Y5.</p> <p><b><u>Arithmetic</u></b> Ongoing practice of all operations taught to date, to build fluency.</p> <p><b><u>Geometry</u></b> Review of geometry taught to Y5, to build fluency.</p> <p><b><u>End of Year Assessment</u></b></p>
--	--	---	---	---	---	---

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

				<p><b>Arithmetic</b> Ongoing practice of all operations taught to date, to build fluency.</p> <p><b>Geometry</b> Review of geometry taught to Y5 to build fluency.</p>		
<b>Science</b>	<p><b>Earth and space</b> <u>Knowledge:</u> 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.</p> <p><u>Skills:</u> use a model to explain how the Earth moves in relation to the Sun and the moon moves in relation to the Earth. Demonstrate and explain verbally how day and night occur. Explain evidence gathered about the position of shadows in term of the movement of the Earth. Show this using a model. Explain how a sundial works. Explain verbally, using a model, why we have time zones. Describe the arguments and evidence used by scientists in the past.</p> <p><u>Vocabulary:</u> Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune, spherical, solar system, rotates, star, orbit, planets</p> <p><u>Key activities/events:</u> Science Dome, phases of the moon shadow investigation.</p>	<p><b>Forces</b> <u>Knowledge:</u> 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.</p> <p><u>Skills:</u> investigate friction and explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the water or air or across the surface, the particles in the water, air or on the surface slow it down. Demonstrate clearly the effects of using levers, pulleys and gears.</p> <p><u>Vocabulary:</u> as for Y3 + gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears, Newtons (N), mass, weight</p> <p><u>Key activities/events:</u> Air resistance parachute investigation with graphed results, Newton meter friction readings taken around the school, water resistance investigation with modelling clay.</p>	<p><b>Properties and changes of materials</b> <u>Knowledge:</u> 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p><u>Skills:</u> create a chart or table grouping/comparing everyday materials by different properties. Use test evidence gathered about different properties to suggest an appropriate material for a particular purpose.</p> <p><u>Vocabulary:</u> as for Y2 materials &amp; Y4 states of matter + thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, absorbent, solution</p> <p><u>Key activities/events:</u> classifying materials as conductors or insulators, testing the absorbency of a range of paper towels and comparing their 'value' with graphed results.</p>	<p><b>Properties and changes of materials</b> <u>Knowledge:</u> 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. 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.</p> <p><u>Skills:</u> group solids based on their observations when mixing them with water. Give reasons for choice of equipment and methods to separate a given solution or mixture. Explain the results from their investigations involving dissolving and irreversible change.</p> <p><u>Vocabulary:</u> as for Spring 1 + filter, sieve, reversible/ irreversible change, burning, rusting, new material</p> <p><u>Key activities/events:</u> Making a solution of salt</p>	<p><b>Living things and their habitats</b> <u>Knowledge:</u> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Find out about the work of naturalists and animal behaviourists.</p> <p><u>Skills:</u> present their understanding of the life cycle of a range of organisms in different ways. Identify patterns in life cycles. Compare two or more animal life cycles studied. Explain how a range of plants reproduce sexually and asexually.</p> <p><u>Vocabulary:</u> as for Y2 animals &amp; Y3 plants + life cycle, sexual, sperm, fertilisation, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings, stamen, carpel, sepal, petal</p> <p><u>Key activities/events:</u> flower dissection</p>	<p><b>Animals, including humans</b> <u>Knowledge:</u> examine the changes different animals (including humans) go through as they develop to old age. Learn about the changes experienced in puberty.</p> <p><u>Skills:</u> research the gestation periods of other animals and compare them with humans. Find out and record the length and mass of a baby as it grows.</p> <p><u>Vocabulary:</u> puberty, adolescence, gestation, foetus, penis, testes, ovary, uterus, cervix, vagina, menstruation/period, hormone</p> <p><u>Key activities/events:</u> Compare gestation periods and graph results - make links to size of animal and gestation period.</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

				water and recovering the salt through evaporation, sieving/filtering/use of magnets to separate a range of mixtures		
<b>Art &amp; DT</b>	<p><b><u>Drawing/sketching: I need space</u></b>                      L1: To explore the purpose and effect of imagery                      L2: To understand and explore decision making in creative processes                      L3: To develop drawn ideas through print making                      L4: To test and develop ideas using sketchbooks                      L5: To apply an understanding of drawing processes to revisit and improve ideas.</p> <p><b>Vocabulary:</b>                      cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique</p>	<p><b><u>DT: Food Technology Celebrating Culture and Seasonality</u></b>                      They will evaluate commercially made breads (leavened, unleavened, white, wholemeal).                      They design their own recipe, choosing additional ingredients.                      Compare the commercial process in comparison to homemade bread.                      Make their own bread, evaluate and revisit as to how they would improve it.</p>	<p><b><u>Painting and mixed media - Portraits</u></b>                      L1: Poem portrait: To explore how a drawing can be developed.                      L2: Developing drawings: To combine materials for effect.                      L3: Self-portraits: To identify the features of self-portraits.                      L4: Changing faces: To develop ideas towards an outcome by experimenting with materials and techniques.                      L5: Mixed-media portraits: To apply knowledge and skills to create a mixed media self-portrait.</p>	<p><b><u>Textiles: Combining Different Fabric Shapes</u></b>                      Children look at the timeline of puppet-making history, investigate existing puppets then design, make and evaluate sock puppets linked to their core text: Macbeth</p>	<p><b><u>Craft and design: Architecture</u></b>                      L1: Observational drawing – houses: To apply observational drawing skills to interpret forms accurately.                      L2: House monoprint: To apply composition skills to develop a drawing into print.                      L3: Be an architect: To apply an understanding of architecture to design a building.                      L4: Friedensreich Hundertwasser: To extend design ideas through research and sketchbook use.                      L5: Monument: To explore and evaluate the intention of a design.</p>	<p><b><u>DT: Mechanical Systems: Pulleys or Gears</u></b>                      Children explore and evaluate existing products that contain pulleys or gears then design, make and evaluate a pulley system.</p>
<b>Computing</b>	<p><b><u>Handling Data</u></b>                      Using flat-file database to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p> <p><b>Vocabulary:</b>                      Database, Data, Information, Record, Field, Sort, Order, Group, Search, Value, Criteria, Graph, Char, Axis, Compare, Filter, Presentation.</p>	<p><b><u>Creating media - video production</u></b>                      Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress by creating a video.</p> <p><b>Vocabulary:</b>                      Video, Audio, Camera, Panning, close up, Video camera, Microphone, Lens, mid range, long shot, moving subject, Static camera, Zoom, Pan, Tilt,</p>	<p><b><u>Programming B - Selection in quizzes</u></b>                      Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given</p> <p><b>Vocabulary:</b>                      Selection, Condition, True, False, count-controlled loop,</p>	<p><b><u>Programming A - Selection in physical computing</u></b>                      Learners will develop their understanding of physical computing using BBC micro:bits and the MakeCode platform. Learners will be introduced to a microcontroller (Microbit) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will use conditions as a means of controlling the flow of actions in a program.</p> <p><b>Vocabulary:</b>                      Microcontroller, Micro:bit, Programming environment, MakeCode, Input, output,</p>	<p><b><u>Creating Media: Introduction to vector graphics</u></b>                      Children start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app.</p> <p><b>Vocabulary:</b>                      Vector drawing tools, Object, Toolbar, Move,</p>	<p><b><u>Computing systems and networks – Sharing information</u></b>                      Children to develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. They will also take part in a collaborative online project with other class members and develop their skills in working together online.</p> <p><b>Vocabulary:</b>                      System, Component, Input, Process, Output, Network, Internet, World Wide Web, Search engine, Index, Web crawler, Ranking, Algorithm,</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

		<p>Storyboard, Filming, Review, Import, Split, Trim, Clip, Edit, Reshoot, Reorder, Export, Evaluate, share</p> <p><b>Typing skills</b> Learners engage with bite-sized, interactive online lessons to develop their touch typing skills. They further develop these skills throughout the year in our English topics relating to Macbeth and Journey to Jo'burg.</p>	<p>conditional statement, Algorithm, Program, Debug, Task, Design, Input, Outcomes, Implement, Test, Run, set-up</p>	<p>Components, Connection, infinite loop, Motor, count-controlled loop, Switch LED, crocodile clips, Connect, battery box, Program, Selection, Condition, Action, Repetition, debug</p>	<p>Resize, Colour, Rotate, duplicate/copy, Zoom, Select, Align, Modify, Paste, Group, Ungroup, Duplicate, Reuse, Reflection, Graphic designer</p>	<p>Optimisation (SEO), Trustworthy</p>
<p><b>Foreign Languages (French)</b></p>	<p><b><u>Je me présente (Presenting Myself)</u></b> By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. Pupils focus on asking questions as well as providing accurate replies. They will start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p><b><u>French – Ma famille (My family)</u></b> By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p>	<p><b><u>French - La date (The date)</u></b> Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p>	<p><b><u>French - En Classe (In the classroom)</u></b> Remember and recall 12 classroom objects and the indefinite article. Write and say what they have and do not have in their pencil case.</p>	<p><b><u>French - Quel-temps fait il? (What is the weather?)</u></b> Revise and build on learning from year 4, learn phrases to describe weather. Name some common articles of clothing and relate these to weather. Numbers to 50 Learn to say and write the date. (Aujourd'hui c'est.....)</p>	<p><b><u>Chez moi</u></b> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>
<p><b>Key Vocabulary</b></p>	<p>Salut ! Bonjour ! Au revoir !/ À plus tard ! Je m'appelle... Ça va bien. Ça va mal. Comme ci, comme ça. Français / française Anglais / anglaise Irlandais / irlandaise Gallois / galloise Écossais / écossaise</p> <p>Numbers to 20 (un – vingt)</p>	<p>la mère le père la grand-mère le grand-père le frère la sœur la tante l'oncle</p>	<p>lundi mardi mercredi jeudi vendredi samedi dimanche</p> <p>janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p>Numbers to 31</p>	<p>un livre un cahier un crayon un stylo un taille-crayon un bâton de colle une règle une calculatrice une trousse une gomme un sac à dos des ciseaux</p>	<p>Quel temps fait-il ? Dans le nord de la France Dans l'ouest de la France Dans le sud de la France Dans l'est de la France Dans le centre de la France</p> <p>il fait froid il fait chaud il y a du vent il pleut il y a un orage il fait beau il neige il y a du soleil il fait mauvais</p>	<p>une maison un appartement en ville à la montagne à la campagne au bord de la mer dans un village un salon une buanderie une chambre un bureau un garage une salle à manger une salle de bains un sous-sol un jardin une cuisine une salle de bains</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

<p><b>History and Geography</b></p>	<p><b><u>Britain's settlement by the Anglo-Saxons</u></b></p> <p>What happened to Britain when the Romans left? We will review our knowledge from Year 4 and then study why the Anglo-Saxons invaded and then settled in Britain.</p> <p>Enquiry 1: Who were the Anglo-Saxons?          Enquiry 2: What is the timeline of Anglo-Saxon invasion and settlement?          Enquiry 3: How do we know where the Anglo-Saxons settled?          Enquiry 4: What can we tell about the Anglo-Saxons from artefacts? What are the limitations of artefacts?          Enquiry 5: How did Anglo-Saxons convert from paganism to Christianity?          Enquiry 6: How did life in Roman Britain compare with life in Anglo Saxon Britain?</p> <p><u>Key concepts:</u>          Invasion and conflict          Settlement and society (communities, rural, urban, agricultural)          Belief (paganism, Christianity)</p> <p><u>Vocabulary</u>          Settlement, invasion, conversion, Christianity, polytheism, monotheism, gods, goddesses, pagan, kingdoms</p> <p><u>Enrichment</u>          Anglo-Saxon day.</p>	<p><b><u>How have volcanoes, earthquakes and tsunamis affected our World?</u></b></p> <p>Identifying how volcanoes are formed, studying the different types of eruptions and examining how man has managed volcanoes. Discuss the theory of plate tectonics and the impact of plates on land movement, formation, earthquakes and tsunamis.</p>	<p><b><u>Anglo-Saxon and Viking Conflict</u></b></p> <p>To gain an understanding of why England was an attractive prospect for settlement for the Anglo-Saxons and Vikings. Children develop their understanding of the chronology of the period by comparing the overlap of the invaders and understanding how England changed over the entire period.</p> <p>Enquiry 1: When did Viking contact with Britain begin?          Enquiry 2: How did the Anglo-Saxons react to the Viking raids?          Enquiry 3: How far did the Viking world extend?          Enquiry 4: Did Alfred deserve to be known as 'great'?          Enquiry 5: How did the Saxons manage to regain control of England?          Enquiry 6: How did the Saxon period come to an end?</p> <p><u>Key concepts:</u>          Invasion and conflict          Settlement and society (trade)          Belief (Christianity)          Power</p> <p><u>Vocabulary</u>          Kingdom, raids, invasion, resistance, Danelaw, chronicles, succession, alliance, contender, reign, descendant</p>	<p><b><u>World Wide Trade</u></b></p> <p>We will consider how trade became global and what that means for producers and consumers. The children will examine food and global trade, the global supply chain, what the UK exports and to where, what Fairtrade is and what the highest value exports are worldwide.</p>	<p><b><u>Coastal Features</u></b></p> <p>Studying how the geography of the Isle of Wight has influenced its history and economic development, examining the features of coastal erosion and developing map work skills. Within map skills the children locate places using an ordnance survey map to use 6 figure grid references. (Isle of Wight).</p> <p>The children will locate key places and add to a map of the island.</p> <p><u>Vocabulary:</u> longshore drift, groynes, constructive, destructive, swash and backwash, wave, fetch, beach, cave, stack, arches, erosion, grid reference (four and six figure), scale, symbols.</p>	<p><b><u>A post 1066 thematic study: Going to school</u></b></p> <p>The children will undertake a social history unit that examines the changes in going to school since 1066. Using primary and secondary source material they will consider the following enquiries:</p> <p>Enquiry 1: What did children do after school 100 years ago?          Enquiry 2: What next for cinema?          Enquiry 3: A changing view of women and football.          Enquiry 4: Why did the British seaside go into decline?          Enquiry 5: Can music cause change?</p>
<p><b>Music</b></p>	<p><b><u>Exploring Sound Sources The music of Hans Zimmer (BBC ten pieces):</u></b></p> <p>Explore how Hans Zimmer uses different sound sources to compose music for film and television.</p>	<p><b><u>Exploring Sound Sources The music of Hans Zimmer (BBC ten pieces):</u></b></p> <p>Explore how Hans Zimmer uses different sound sources to compose music for film and television.</p>	<p><b><u>Exploring Rhythm &amp; Pulse – Africa – Miami</u></b></p> <p>To explore Africa and the important role of music in society.          To research information about djembe drumming in West Africa</p>	<p><b><u>Exploring Rhythm &amp; Pulse</u></b> continued</p> <p>To explore Africa and the important role of music in society.          To research information about djembe drumming in West Africa</p>	<p><b><u>Musical History &amp; Exploring Musical Processes Ternary form</u></b></p>	<p><b><u>Musical History Exploring Lyrics &amp; Melody</u></b></p> <p><b>Renaissance Music:</b>          To understand what changed between medieval times in terms of music and society in general.          To study the style of renaissance music.</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

	<p>Investigate the impact sound has on the moving image.</p> <p>Use examples from David Attenborough's Earth a Celebration and other current television.</p> <p><b>Singing &amp; Performing</b> Harvest Perform in ensemble context listen and recall sounds with increasing aural memory Appreciate and understand a wide range of music from different genres and traditions Develop an understanding of the history of music</p>	<p>Compose/improvise music to accompany a short extract of film using the inter-related elements of music.</p> <p><b>Singing &amp; Performing</b> 'Young Voices' rehearsals and O2 performance January 21<sup>st</sup> 2022</p> <p>Perform in ensemble context listen and recall sounds with increasing aural memory Appreciate and understand a wide range of music from different genres and traditions Develop an understanding of the history of music</p>	<p>To investigate, and practise, Djembe rhythms. To work in teams to produce a djembe composition and perform to others.</p> <p>'Young Voices' rehearsals and O2 performance. Perform in ensemble context listen and recall sounds with increasing aural memory Appreciate and understand a wide range of music from different genres and traditions Develop an understanding of the history of music</p>	<p>To investigate, and practise, Djembe rhythms. To work in teams to produce a djembe composition and record and perform to others.</p> <p><b>Singing and performing (Spring concert)</b></p>		<p>To compose music in the renaissance style. To perform our renaissance music to each other.</p> <p><b>Medieval Music:</b> To understand the important role music played in medieval life. To study the style of medieval music. To compose music in the medieval style based on a medieval song. To perform our medieval music to each other.</p>
<p><b>PE</b> <i>This is being reviewed this half term.</i></p>	<p><b>Cricket (external)</b></p> <p><b>Indoor PE (Dance)</b></p> <ul style="list-style-type: none"> <li>- moving the body to music</li> <li>- exploring spaces moving in different ways</li> <li>- working in groups putting routines together</li> <li>- evaluating and improving work</li> </ul>	<p><b>Ball mastery</b></p> <ul style="list-style-type: none"> <li>- dribbling and controlling the ball</li> <li>- controlling the ball keeping it close to the body</li> <li>- dribbling around objects and passing with peers</li> </ul> <p>Hockey / Netball / Basketball</p> <p><b>Swimming (10 weeks) Led by Swimway</b></p>	<p><b>Attacking principles of play</b></p> <ul style="list-style-type: none"> <li>- breaking down how we attack in team sports</li> <li>- looking at width and depth</li> <li>- creating space for runs and passes</li> <li>- 3v3 / 4v4 games</li> </ul> <p>Team games Hockey / Netball / Football / Basketball</p> <p><b>Swimming continued here</b></p> <p><b>Indoor PE</b></p> <ul style="list-style-type: none"> <li>- gymnastic skills</li> <li>- rolls (backward and forward)</li> <li>- putting routines together with peers using apparatus and equipment</li> </ul> <p>Gymnastics / movement skills</p>	<p><b>Defending principles of play</b></p> <ul style="list-style-type: none"> <li>- breaking down how we defend in team sports</li> <li>- understanding defending as a unit</li> <li>- closing space for opposition</li> </ul> <p>Team games Hockey / Netball / Football / Basketball</p> <p><b>Indoor PE</b></p> <ul style="list-style-type: none"> <li>- gymnastic skills</li> <li>- rolls (backward and forward)</li> <li>- putting routines together with peers using apparatus and equipment</li> </ul> <p>Gymnastics / movement skills</p>	<p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- throwing overarm over bigger distances</li> <li>- passing a ball around the team quick</li> <li>- breaking down the overarm bowl</li> <li>- striking a ball with one bounce</li> </ul> <p><b>Tag rugby (cricket in Autumn)</b></p>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- set trails for others to follow</li> <li>- use 8 points of the compass</li> <li>- understand different roles and adapt them if they do not work</li> <li>- plan strategies to solve problems</li> </ul> <p><b>Sports day practice</b></p> <ul style="list-style-type: none"> <li>- athletics practice</li> <li>- sprint trials</li> <li>- long distance trials</li> <li>- hurdles</li> <li>- throwing javelin and shot put</li> <li>- baton handovers (facing away)</li> </ul> <p>Athletics / Track and field</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

<b>RE</b>	<p><b><u>Christianity</u></b>  <b>Why is Remembrance Important?</b>                      AT1 Focus: Forms of expression                      AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- to use religious words to describe some of the ways in which people show their beliefs in remembrance</li> <li>- to link things that are important to them and other people with the way they behave and think</li> <li>- to express religious beliefs and feelings about peace</li> <li>- to ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions</li> </ul> <p><b><u>Key Vocabulary</u></b>                      Remembrance, Christianity faith, belief, war, conflict, symbol, poppy, hope, ceremony, Cenotaph, memorial, ritual, peace, believer, moral, value, refugee, asylum, white poppy, influence, God.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- peaceful reflection, moral issues relating to war and conflict, peaceful resolution of conflict</li> <li>- Investigate how communities function, relationships, co-operation between people and countries</li> <li>- what peace means in an international context and how this affects people</li> </ul>	<p><b><u>Judaism</u></b>  <b>What does it mean to be Jewish?</b>                      AT1 Focus : Beliefs, teaching, sources of wisdom and authority                      AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- to know that God chose Abraham as the founder of the Jewish faith</li> <li>- to know that the Jewish faith believes in One God</li> <li>- to know that God saved his people from the Egyptians</li> <li>- understand the significance of Passover to Jewish people</li> <li>- to understand how the Seder meal teaches about God's relationship with Jews</li> <li>- to know the root and significance of The 10 Commandments to Jewish people</li> </ul> <p><b><u>Key Vocabulary</u></b>                      Judaism, Jew , God, descendants, covenant, sacrifice, obedience, Exodus, Moses, Passover, Pesach, Egyptians, Israelites, Seder, Matzah, Shema, Mezuzah, Torah, Commandments.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- to reflect on promises and why they are important</li> <li>- to discuss why religious practices influence us</li> <li>- consider the importance of celebrating joys and</li> </ul>	<p><b><u>Sikhism</u></b>  <b>What does it mean to be a Sikh?</b>                      AT1 Focus : Beliefs, teaching, practices and way of life                      AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- to know the main beliefs and practises of Sikhs and how they show commitment to God</li> <li>- to evaluate the importance of Sikh teachings</li> <li>- to know what happens in a Gurdwara</li> <li>- to know how Sikhs keep and protect the Guru Granth Sahib</li> </ul> <p><b><u>Key Vocabulary</u></b>                      Guru Nanek, Panj Kakke, dwara Kesh, Kara, Kanga, Kaccha, Kirpan, Gurdwara, Guru Granth Sahib, Langar, Rumulas, Chaur,</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- to be able to identify how and why people belong to different groups and what it means to them</li> <li>- to discuss how teachings and beliefs sustain, inspire and influence us</li> </ul>	<p><b><u>Christianity</u></b>  <b>How Has The Christian Message Survived For Over 2000 Years?</b>                      AT1: Beliefs, teachings and sources.                      AT2: Meaning, purpose and truth</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- to know how the Christian message spread in the past: the Ascension</li> <li>- what persecution is and why it might inhibit the spread of a message; Pentecost</li> <li>- how the Christian message spread after the Ascension and the first Pentecost</li> <li>- how Christians believe the Holy Spirit equips them to share the Christian message</li> </ul> <p><b><u>Key Vocabulary</u></b>                      Christianity, Christian, faith, message Bible, disciples, apostles, Ichthus, Ascension, Trinity, Communion, Confirmation, Eucharist, denomination, symbolism</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- reflection on a message to the world</li> <li>- discuss the effects of persecution</li> <li>- collaborative working, understanding the British values</li> </ul>	<p><b><u>Islam</u></b>  <b>What is the best way for a Muslim to show commitment?</b>                      AT1 Focus: Practices and way of life                      AT 2 Focus: Values and commitments.</p> <p><b><u>Intent</u></b></p> <p>To know the importance of:</p> <ul style="list-style-type: none"> <li>- Shahadah: Call to faith</li> <li>- Salah: the role of prayer</li> <li>- Zakat: giving to charity</li> <li>- Hajj: importance of pilgrimage</li> <li>- Sawm: fasting</li> </ul> <p>To know the meaning of:</p> <ul style="list-style-type: none"> <li>- Eid-ul-Fitr</li> <li>- Eid –ul-Adha</li> </ul> <p><b><u>Key Vocabulary</u></b>                      Islam, Muslim, Allah. Mohammad (PBUH) Zakat, Hajj, Sawm. Ramaadan, Eid-ul-Fitr Eid-ul-Adha., Islamic compass Wudu, ka'bah, Mecca, prayer mat, values, commitment</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- listening to the views of others</li> <li>- appreciation of what a religious commitment means</li> <li>- developing understanding and respect for world faith</li> <li>- collaborative learning</li> </ul>	<p><b><u>Buddhism</u></b>  <b>What does it mean to be a Buddhist?</b>                      AT1 Focus Forms of expression                      AT2 Focus: Meanings, purpose and truth</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- to review (from Y3) how the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and precepts</li> <li>- to reflect on the eight-fold path and discuss if it is relevant today</li> <li>- to know what Buddhists believe will happen to a person when they die</li> <li>- to be able to compare own beliefs to that of Buddhists</li> </ul> <p><b><u>Key Vocabulary</u></b>                      Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Entitlement</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- to reflect on what it may be like to belong to the Buddhist community</li> <li>- discuss/ reflect on influences in their own lives</li> <li>- to ask questions about the meaning and purpose of life and suggest answers</li> </ul>
-----------	---	--	---	--	--	--

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

		<p>remembering challenges in life and how these influence us</p> <ul style="list-style-type: none"> <li>- to consider how belonging to a religion guides a believer in the way they live their life</li> </ul>				
<p><b>Relationships RSE and Health Education</b></p> <p>(links to science, computing, PE and our Sheen Mount Living Values)</p>	<p><b>Cooperation – Living Value</b> Define cooperation and search for examples in daily life. Provide opportunities to experience cooperation and evaluate the principles associated with true cooperation. Examine the consequences in the wider world when cooperation has not been utilised or valued.</p>	<p><b>Love – Living Value</b> Define love and the importance of loving ourselves. Question the role love has in strengthening our relationships. Evaluate the importance of love and compassion in the decisions we make. Consider the consequences of the absence of love.</p>	<p><b>Respect – Living Value</b> Define respect and consider the importance of self-respect. Provide opportunities to reflect on interactions that demonstrate a respectful attitude and approach. Question the statement: 'Those who show respect will receive respect.'</p>	<p><b>Simplicity – Living Value</b> Define simplicity by examining the statements: "Simplicity is natural. Simplicity is being natural.' Provide opportunities for daily reflections and explore how to stay in the present. Consider the importance of simplicity and using resources wisely for the benefit of future generations.</p>	<p><b>Happiness – Living Value</b> Define happiness and think of what influences or leads to happiness in our own lives. Contemplate the concept of happiness and what it feels like on the inside. Question 'lasting happiness is a state of contentment within.' Consider individuals in the wider world who have influenced happiness. Question if our happiness is determined by the happiness of others.</p>	<p><b>Tolerance – Living Value</b> Reflect on the values we have explored this year to enable us to define tolerance. Find examples of when tolerance has not been demonstrated. If tolerance is 'mutual respect through mutual understanding' how can we become tolerant individuals? What skills do we need to be truly tolerant? Is it easier to be tolerant towards those who are similar or different to ourselves?</p>
	<p><b>Unity – Living Value</b> Define unity by exploring the statement 'Unity makes big tasks seem easy.' Provide opportunities for the children to develop a shared goal or vision. Consider the importance of harmony within a group and the need for appreciation to enable everyone to feel united. Explore how unity and cooperation creates a sense of belonging and empowerment.</p>	<p><b>Peace – Living Value</b> Define peace and reflect on the statement: 'Peace is being quiet inside.' How can we achieve a sense of quietness? Explore how peace from within would present itself to others. Consider 'Peace is more than the absence of war.' What would a peaceful world look like? Question whether a peaceful world would mean the same thing to everyone.</p>	<p><b>Responsibility – Living Value</b> Define responsibility and consider it in relation to our rights, are they related? If we want peace, do we have the responsibility to be peaceful? What is our responsibility if we want an education? Consider our responsibilities to ourselves and others. Provide opportunities for the children to discuss their rights and responsibilities. Explore the levels of responsibility we encounter, e.g. in employment, socially and globally.</p>	<p><b>Humility– Living Value</b> Define humility and what it means to be humble. Provide opportunities for the children to reflect on moments when they weren't humble. Why is humility difficult? Consider the statements: 'Humility goes together with self-respect' and 'Humility creates an open mind.' Question how humility or a lack of it affects the quality of our relationships with others.</p>	<p><b>Honesty – Living Value</b> Define honesty and question the statement: 'Honesty is the best policy.' Are there moments when you have doubted this? Explore the relationship between honesty and friendship. Reflect on the importance of honesty thoughts as well as actions and words – how do these relate? Explore the relationship between greed and dishonesty. Develop an 'honesty box'.</p>	<p><b>Freedom – Living Value</b> Define freedom by first considering our experience of it. How free are we? What does freedom mean to us? Consider the term 'full freedom' and equality. Provide the children with opportunities to explore themes of freedom within literature. Celebrate the freedoms we enjoy in our society. Evaluate the responsibility that comes with freedom.</p>
	<p><b>Wellbeing</b> L1: Growth mindset: To discover the benefits of having a growth mindset. L2: Take notice: To take notice of others around me. L3: Working together: To connect with others as part of a team. L4: Paying it forward: To give and receive kindness.</p>	<p><b>Families and relationships</b> L1: Build a friend: To understand how to form and maintain positive relationships. L2: Friendship skills: To explore the ups and downs of friendships.</p>	<p><b>Health and wellbeing</b> L1: Relaxation: yoga: To use yoga poses and breathing to relax. L2: The importance of rest: To understand the benefits of sleep.</p>	<p><b>Citizenship</b> L1: Breaking the law: To begin to understand what happens when the law is broken. L2: Rights and responsibilities: To explore the links between rights and responsibilities.</p>	<p><b>Safety and the changing body</b> L1: Online friendships: To begin to understand some issues related to online friendships including the impact of their actions.</p>	<p><b>Economic wellbeing</b> L1: Why prioritise needs over wants? To prioritise needs over wants. L2: What is a weekly budget? To create a weekly budget. L3: What is borrowing and loaning? To identify the</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

		<p>L3: Marriage: To understand the concept of marriage.</p> <p>L4: Respecting myself: To begin to understand self-respect.</p> <p>L5: Family life: To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>L6: Bullying: To understand more about bullying and how to get help.</p> <p>L7: Stereotypes - race and religion: To explore the impact of stereotypes and how they can lead to discrimination.</p>	<p>L3: Embracing failure: To understand the purpose of failure.</p> <p>L4: Going for goals: To learn how to set short-term, medium-term and long-term goals.</p> <p>L5: Taking responsibility for my feelings: To use vocabulary to describe their feelings and take responsibility for them.</p> <p>L6: Healthy meals: To understand and be able to plan healthy meals.</p> <p>L7: Sun safety: To understand risks associated with the sun and how these can be avoided.</p>	<p>L3: Protecting the planet: To understand how reducing our use of materials and energy will help the environment.</p> <p>L4: Contributing to the community: To understand how we recognise and value the contribution people make to the community.</p> <p>L5: Pressure groups: To recognise the role of pressure groups.</p> <p>L6: Parliament: To begin to understand how parliament works.</p>	<p>L2: Staying safe online: To learn about staying safe online.</p> <p>L3: Puberty: To understand physical changes during puberty.</p> <p>L4: Menstruation: To understand the menstrual cycle.</p> <p>L5: Emotional changes in puberty: To understand emotional changes during puberty.</p> <p>L6: First Aid: Bleeding and head injuries: To understand how to help someone who is bleeding.</p> <p>L7: Alcohol, drugs and tobacco: Making decisions: To begin to understand the influence others have on us and how we can make our own decisions.</p>	<p>significance of borrowing and loaning money.</p> <p>L4: What are the risks of handling money online? To examine the risks associated with handling money online.</p> <p>L5: Why challenge workplace stereotypes? To identify and challenge stereotyping in the workplace.</p> <p>L6: What makes a suitable career? To explore how personal interests and skills align with different careers.</p> <p><b><u>Transition</u></b></p> <p>Roles and responsibilities: Children think about the responsibilities and opportunities that they might take on when moving into Year 6.</p>
--	--	--	---	---	---	--