

Year 5 Curriculum Overview

Please note:

For Literacy and Numeracy curriculum overviews please see separate documentation published on the school website.

Occasionally topics/objectives may be rearranged or adapted due to timetabling and the sharing/availability of resources.

	Autumn Term Out of this world	Spring Term 1 Being British	Spring Term 2 The New World	Summer Term 1 Greece: Ancient and Modern
Science	<ul style="list-style-type: none"> To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth. To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	<ul style="list-style-type: none"> To 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 To 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. 	<ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals. To describe the changes as humans develop to old age. To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To describe the ways in which nutrients and water are transported within animals, including humans. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent.
<p><i>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 				
History			<ul style="list-style-type: none"> To take part in a detailed local history study.(Local study of Ely past and present.) 	<ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world.
Geography	<ul style="list-style-type: none"> To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 		<ul style="list-style-type: none"> To undertake a local area geographical study. (To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.) To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. To describe and understand Key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To describe and understand key aspects of physical geography. 	

	<ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. To use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. 				
Design and Technology	<ul style="list-style-type: none"> To apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 			<ul style="list-style-type: none"> To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history. 				

Computing

- Pupils understand and can explain how computer networks work, and know that the Internet is a collection of computers connected together.
- They identify, collect and analyse different types of data (e.g. Numerical, words, images, video etc.) which they manipulate and re-present as information for a variety of audiences and purposes.
- Pupils continue to maintain, review and amend online identities, considering the potential impact of these on their digital footprint. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.

- Pupils know that there is a difference between the Internet and the World Wide Web and understand that the web is just one of the services offered by the Internet (as well as, e.g. email and VoIP services such as Skype)
- Pupils create, deconstruct and refine programs to accomplish specific goals.
- They can:
 - improve efficiency
 - use selection within programs
 - use a range of simple inputs and outputs to control or simulate physical systems.
- Pupils are discerning in evaluating digital content. They use search technologies effectively to respond to enquiries and support their learning.
- They engage in an increasing range of online communities safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and security settings on a range of digital devices.

FILM MAKING PROJECT

- Pupils use logical reasoning to explain how some algorithms work and to detect and correct errors in programs.
- They independently employ strategies to solve problems.
- When using online resources and search technologies, pupils are increasingly discerning about what information they gather, checking the validity of data and showing due respect to privacy and copyright.

- Pupils can recognise a range of potential online risks, including inappropriate contact or content and can identify ways of seeking support and reporting concerns.

- Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect. They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user.

Music	<u>Our Community</u>	<u>Solar System</u>	<u>Life Cycles</u>	<u>Keeping Healthy</u>	<u>At the Movies</u>	<u>Celebration</u>
	<ul style="list-style-type: none"> • Learning to sing a song • Understanding metre through singing and playing instruments • Conducting a metre of four • Conducting metres of two and three • Writing lyrics • Extending arrangements of a song • Learning to sing a song from our musical heritage • Developing accompaniments using ostinato and invented or improvised rhythms • Rehearsing for a performance • Developing a performance by adding other media • Performing with awareness of audience 	<ul style="list-style-type: none"> • Listening to music with focus, and analysing its composition using musical vocabulary • Relating sound sequences to images • Interpreting images to create descriptive sound sequences • Developing the use of dynamics in a song • Listening to music, focusing on dynamics and texture • Learning a melodic ostinato using staff notation • Developing techniques of performing rap using texture and rhythm • Learning a song with a complex texture • Learning about the sound of the whole tone scale • Listening to music and describing its use of the musical dimensions • Performing a song with expression and with attention to tone and phrasing • Creating a musical background to accompany a poem • Creating and presenting a performance of song, music and poetry 	<ul style="list-style-type: none"> • Singing in three parts • Reading a melody in staff notation • Accompanying a song with tuned and untuned instruments • Composing and performing together • Singing in two parts • Combining vocal sounds in performance • Creating a performance using voices and instruments in four parts • Exploring extended vocal techniques • Developing a structure to combine sounds • Creating musical effects using contrasting pitch • Learning about the music of early opera; • Creating descriptive music • Developing a performance with awareness of audience 	<ul style="list-style-type: none"> • Exploring beat at different tempi • Singing syncopated melodies • Developing rhythm skills through singing, playing and moving • Singing and playing scales and chromatic melodies • Using steady beat and syncopated rhythms • Accompanying a song with sung and played drones • Singing in unison and two parts • Developing an arrangement of a two-part song • Learning and creating accompaniments for a song • Reading grid or staff notation to play a bassline • Learning to perform a song with syncopated rhythms • Arranging a complete performance of music and songs • Using a score to notate and guide selected elements of a performance 	<ul style="list-style-type: none"> • Understanding music narrative • Interpreting notation • Using a storyboard to structure sounds • Learning about the use of sound effects in movies • Exploring and using narrative structure • Composing sound effects to perform with a movie • Identifying changes in tempo and their effects • Exploring and understanding phrase structure of a song melody • Creating and performing a sequence of phrases with a movie • Learning about the use of musical clichés in movie soundtracks • Exploring the effects of music on movies • Using the musical dimensions to create and perform music for a movie • Learning about techniques used in movie soundtracks • Exploring techniques used in movie soundtracks • Creating sounds for a movie, following a timesheet • Working in groups to create descriptive movie music • Evaluating and refining compositions • Learning about and using cue scores 	<ul style="list-style-type: none"> • Singing a song in unison and three-part harmony • Learning a melody and harmony part on instruments to accompany a song • Performing ostinati and body percussion accompaniments to a song • Exploring a song arrangement and its structure • Performing a song with a complex structure and in four parts • Developing a song performance with awareness of audience • Learning a new song • Understanding and using a song structure • Applying singing techniques to improve performance • Developing accurate ensemble playing • Controlling short, loud sounds on a variety of instruments • Rehearsing and improving an ensemble performance • Preparing a performance with awareness of audience
<p>By the end of KS2:</p> <ul style="list-style-type: none"> • To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • To improvise and compose music for a range of purposes using the inter-related dimensions of music. • To listen with attention to detail and recall sounds with increasing aural memory. • To use and understand staff and other musical notations. • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To develop an understanding of the history of music. 						

Languages	<p>Les quatre saisons (The four seasons) QCA Unit 17</p> <ul style="list-style-type: none"> Describe the weather (with reference to the present and the past) Making simple statements (about the seasons) Using adjectives as antonyms 	<p>Raconte-moi une histoire! (Tell me a story!) QCA Unit 9</p> <ul style="list-style-type: none"> Giving instructions Recap numbers 1-40 Numbers in multiples of 10 up to 100 Responding to song 	<p>En route pour l'école (On the way to school) QCA Unit 15</p> <ul style="list-style-type: none"> Alphabet Places in the locality Simple directions Describing a journey to school <p>Using repair strategies to keep a conversation going</p>	<p>Le passé et le présent (Then and now) QCA Unit 22</p> <ul style="list-style-type: none"> Comparison of modern day settlements with those from a period in the past Descriptions (of a town) Saying the year 	<p>Les planètes (The planets) QCA Unit 18</p> <ul style="list-style-type: none"> Planet names Giving a description of a planet Making statements (about the position of a planet) Classifying nouns, adjectives and verbs 	<p>Scene de plage (Beach scene) QCA Unit 16</p> <ul style="list-style-type: none"> Beach vocabulary Giving a simple description (of a scene or place)
	<p>Languages by the end of KS2</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary To write phrases from memory, and adapt these to create new sentences, to express ideas clearly To describe people, places, things and actions orally* and in writing To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 					

Physical Education	Outdoor	<p>Games: football</p> <ul style="list-style-type: none"> • To practise and improve accuracy and control of dribbling and passing skills. • To apply dribbling and passing skills into small-sided competitive games. • To practise and improve accuracy and control of dribbling and passing skills. • To observe and evaluate others' work focusing on effective performance, including basic attacking play. 	<p>Games: Rugby</p> <ul style="list-style-type: none"> • To perform ball handling skills with control and consistency within small-sided competitive game activities • To select and apply, both skills and attacking/defending strategies within small-sided competitive games • To evaluate personal preference and ability to play attacking and defending roles and use the information to improve performance 	<p>Games: Hockey</p> <ul style="list-style-type: none"> • To practise and improve accuracy when moving with the ball showing control. • To use the correct stance and grip when using a hockey stick. • To pass and receive the ball over a short distance with control and co-ordination. • To pass and receive the ball with control. • To apply shooting technique to an attacking situation. • To be able to shoot accurately whilst on the move. • To use space effectively and apply shooting technique to an attacking situation. • To tackle safely in a game situation. • To be able to intercept the ball and tackle safely. • To understand the basic rules. • To be able to utilise the square pass and practice moving to the wing area of the pitch. • To apply intercepting and tackling (defending techniques) to a game situation and use space effectively. • To apply dribbling and passing skills into small-sided competitive games. • To observe and evaluate others' work focusing on effective performance, including basic attacking play. • To complete the core task / quick sticks competition. • To play effectively as part of a team. 	<p>Games: Netball</p> <ul style="list-style-type: none"> • To understand the footwork rule. • To perform ball handling skills with control and consistency within small-sided competitive game activities. • To develop spatial awareness in order to be able to move into a space to receive the ball. • To select and apply skills and attacking/defending strategies within small-sided competitive games. • To develop tactical attacking play by varying speed of movement, direction and communication. • To develop tactical defending play by using a variety of footwork techniques and introducing one to one player marking. • To develop an accurate shooting technique. • To evaluate personal preference and ability to play attacking and defending roles and use the information to improve performance. 	<p>Athletics: Heptathlon</p> <ul style="list-style-type: none"> • To further refine running and jumping techniques. • To extend the approach when jumping for distance. • To introduce and practise sprint starts and finishing. • To refine running, jumping and throwing techniques. • To refine discus throw for accuracy and distance. • To extend approach for triple jump. • To refine hurdling over barriers. • To refine javelin throw for accuracy and distance. • To explore alternative techniques when jumping for height. • To develop team relay effectiveness. • To practise running, jumping and throwing techniques for athletic competition. • To rehearse officiating and accurate measurement for athletic competition. • To participate in a multi-activity athletic event. • To judge and measure others' performance fairly and consistently. • To record own and others' performance accurately. 	<p>Games: rounders</p> <ul style="list-style-type: none"> • To practise and refine bowling and batting skills • To develop an understanding of different playing positions • To work co-operatively planning tactics and supporting each other in the field • To observe and evaluate team/tactical play and use the information to improve performance

Indoor	<p><u>Gym: pair composition</u></p> <ul style="list-style-type: none"> To link different types of gymnastics actions into a matching pair sequence performed in unison. To incorporate matching and mirroring within a pair sequence and perform it with moments of unison and canon. To incorporate a moment of meeting and parting within a pair sequence which shows 2 - 4 different partner relationships. To improve the quality of performance of a pair sequence, which incorporate moments of copying and complementing. To adapt a pair sequence to show variety in speed, level and direction and to create a new compositionally developed sequence incorporating 6 - 8 actions. To remember, improve and perform a compositionally developed sequence incorporating 6 - 8 actions. 	<p><u>Games: ultimate dodgeball</u></p> <ul style="list-style-type: none"> Learn some of the principles of play in Ultimate Dodgeball Practise throwing for accuracy using an underarm or overarm throwing action Revise throwing and catching skills Practise dodging a moving ball Learn some basic warm up stretches for the main muscle groups Learn about different types of throw and in which situations they may best be used Extend throwing and catching skills Develop throwing and dodging skills in a mini-Ultimate Dodgeball game Revise some static stretches Extend and develop further throwing and dodging skills in a four v two mini ultimate Dodgeball game Practise catching an opponent 'out' Learn about the use of tactics in Dodgeball Be introduced to more of the rules Learn how to play an Ultimate Dodgeball match 	<p><u>Dance: on the beach</u></p> <ul style="list-style-type: none"> To develop and perform the actions of gesture and travel, including stepping patterns which express different actions/ emotions. To evaluate performance and use the information to suggest improvements. To create and perform a range of group phrases based on the idea of being on the beach and apply the compositional principles of question/ answer and formation. 	<p><u>Gym: Press and go</u></p> <ul style="list-style-type: none"> To select 2 press and go actions showing different shapes and perform them with clarity. To link 2 press and go short movement phrases to create a continuously moving sequence showing variations in speed, level and direction. To create a rebound phrase linking 3 different types of jump and show various ways of involving apparatus in the performance of rebound actions. To involve 2 pieces of apparatus in various ways in the performance of a rebound action and 2 press and go actions showing natural transitions. To create a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity. To remember, improve and perform a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity. 	<p><u>Dance: styles</u></p> <ul style="list-style-type: none"> To copy and repeat a hand jive motif. To explore travelling actions to link developed motifs. To explore rock n' roll steps and link together into a movement phrase. To perform partner rock n' roll dance actions of jumping, spins, kicks and turns. To perform "The Twist" dance movements showing different levels and directions. To further explore movements through matching and mirroring a partner. To copy and repeat the 'Night Fever' motif . To explore and select 'disco' inspired movements to create a movement phrase. To develop movement phrases through compositional principle of canon. To create new dance movements that reflect a given dance style from a given era. To show an understanding of the characteristics of a given dance style from a given era. To link at least 2 different dance styles together to perform a dance composition with a partner. To observe and give feedback using dance terminology. 	<p><u>Games: badminton</u></p> <ul style="list-style-type: none"> To practise and perform forehand and backhand strokes, with control and consistency To devise and implement individual tactics utilising their skills and knowledge of the principles of the game To evaluate personally devised tactics, and then use the information to adapt and improve performance
	<p>By the end of KS2:</p> <ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					

Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims?

- To remind and reinforce earlier learning about Christianity, Islam and Judaism.
- To know and understand ways in which Islam, Judaism and Christianity have much in common but are nevertheless different
- To develop knowledge and understanding of religious language particularly the concept of 'myth'.
- To know and understand the Genesis Ch 1 creation story.
- To develop the ability to raise questions and apply their ideas to their own and other people's lives.
- To reinforce earlier learning about the creation story in Genesis Ch1
- To develop the ability to collaborate and engage in research with others into religious ideas and beliefs
- To develop the ability to engage with questions to do with human life and why human life exists.
- To reinforce earlier learning about sacred scripture and religious language.
- To describe similarities and differences within religions and possible reasons for this.
- To develop their knowledge and understanding of narrative in Genesis.
- To develop the ability to collaborate and engage in research into religious ideas and beliefs
- To self-assess the accuracy and extent of knowledge about Islam
- To develop knowledge and understanding of narrative passages in the Qur'an which are about Adam and Eve.
- To develop understanding of ideas and beliefs expressed in the Quran

Is religion what you say or what you do?

- To know and understand the meaning of the word 'religion'
- To identify what are the key features of religions
- To consider how important religion is to people
- To know and describe the key features of a Bar or Bat Mitzvah ceremony
- To know and understand the importance of 'commitment' to a religion
- To make links between being Jewish and Bar/Bat Mitzvahs
- To know and understand what happens at a Confirmation or an adult baptism
- To describe the impact of either ceremonies upon a Christian believer
- To know and understand the importance of 'commitment' to a religion
- To compare and contrast different ways people commit to organisations
- To make links between religions and non- religious groups
- To know how and why some Jews support tzedakah and Jewish Aid
- To understand what the Torah taught about caring for others
- To know how and why some Christians support Christian Aid or another such charity
- To understand what Jesus taught about helping others
- To understand that religions teaches followers to care for others
- To understand that rites of passage are important to believers and show commitment
- To reflect upon the importance of saying and doing things to show care of others and being responsible for one's actions

What can the stories and images of deities tell us about Hindu beliefs about God?

- To consider the meaning of the term 'God'.
- To consider different views of God.
- To understand that Hinduism is a pluralistic religion.
- To help understand the importance of visual expressions for Hindu deities.
- To consider how 'meanings' can be conveyed through symbols.
- To understand the Hindu belief that life is cyclical.
- To explore different stories about deities.
- To deepen understanding about the meaning of the stories about the deities.
- To develop reflective thinking skills.
- To ask questions of meaning and purpose.
- To know some stories about Brahman.
- To use stories about Brahman to explain the characteristics of Brahman.
- To begin to compare Hindu and other views about God.
- To create and explain visual metaphors.
- To explore the meaning behind the story of 'Durga and the Buffalo Demon'.
- To help understand the meaning of good and evil.
- To understand more about how Hindus see good and evil.

Hinduism in Britain: How and why do Hindus worship at home and at the mandir in Peterborough?

- To identify things people 'worship' in today's world and evaluate their true 'worth' or lasting value.
- To express own ideas about the value of times of reflection, and the value of their own special places.
- To know about the key features of Hindu worship
- To explain the meaning of worship for a believer
- To identify and explain symbolic actions as expressions of spirituality and a particular way of seeing the world
- To ask and respond to questions (stimulated by a range source material) about the various ways Hindu people relate to God
- To identify and explain symbolic actions in everyday life which express inner feeling
- To ask and respond to questions raised by the stories behind the deities
- To recognise special routines, rituals and places in their own lives and link this with the Mandir and their homes as a special place for Hindus.
- To understand that the Mandir (temple) is a special place for Hindus and find out what Hindus do there, and why.
- To know about how a Mandir is a community centre for worship and for social activity
- To understand the idea of belonging to a community locally and worldwide and the benefits to belonging
- To understand how actions and gestures convey meaning to believers
- To know that worship helps believers express their beliefs and values
- To identify actions and rituals that reflect meaning and purpose to people of faith and none
- To interpret meanings of symbols, rituals and worship and assess their importance

Responses to the natural world

- Explore some of the ways in which Christians respond to suffering and death *e.g. support to the bereaved, Christian Aid etc.*
- Be aware that because of their belief in the continuous cycle of life and death, Buddhists stress a positive attitude to dying as an important transition.
- Recognise from their own experience that actions have effects and be aware that this leads Buddhists to take responsibility for themselves, others and the natural world.
- Be aware that Buddhists recognise the inter-relatedness of all things and so practise kindness to living things and respect the natural world.

What happens when we die?

- To explore and consider a variety of ideas and beliefs about what happens when and after we die.
- To explore beliefs about life after death from a Christian viewpoint
- To consider the purpose of funerals and who is most helped by them.
- To be able to understand how a Christian funeral service tells us about their beliefs about life after death.
- To be able to use and question a religious service booklet
- To assess the different beliefs surrounding death and the afterlife and use these to consider what I believe happens when we die.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

<p><u>Beginning and Belonging</u></p> <p>To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.</p> <p>To develop strategies for building collaborative relationships within the class and the school.</p> <p>To recognise, for themselves and for others, the emotions involved in being in a new situation.</p> <p>To know how to make new people feel welcome, in a range of situations in and out of school.</p> <p>To develop strategies for themselves for coping with new situations.</p> <p>To be able to identify a range of sources of support and know how to seek help.</p> <p>To develop approaches to offering help and support to other people.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p>	<p><u>My Emotions</u></p> <p>To be able to communicate effectively a wide range of emotions, including mixed emotions.</p> <p>To recognise emotions in others and consider the response they might give.</p> <p>To recognise their own mood changes and have some strategies to help them cope.</p> <p>To understand they can be overwhelmed by emotions and recognise this in themselves and others.</p> <p>To understand what might cause boredom and have strategies for managing it.</p> <p>To recognise their worries and know how to do something about them.</p> <p>To be able to describe stress, its causes and expression and begin to develop strategies to manage it.</p> <p>To be able to use the 'problem solving process' to help myself and others.</p> <p>To be able to get support when they need it.</p> <p>To know what they might find difficult and have some strategies for staying positive through difficult times.</p> <p>To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p> <p><u>Working together</u></p> <p>To recognise their own strengths and skills and understand how they are perceived by others.</p> <p>To be able to challenge themselves and others to work on developing new skills.</p> <p>To reflect on the experience of learning a new skill and know how to apply it in different contexts.</p> <p>To be aware of how their strengths may be useful in a range of different careers in the future.</p> <p>To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views.</p> <p>To understand and develop effective group work skills, including decision making, chairing and debating.</p> <p>To recognise influences on their decision making, including the media.</p> <p>To be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement those of others.</p> <p>To be able to persevere and overcome barriers to achieving a task.</p> <p>To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future.</p> <p>To be able to give and receive positive and constructive feedback which can be applied to future learning.</p> <p>To understand what they have learned and to be able to share it with others.</p>	<p><u>Healthier Lifestyles</u></p> <p>To be aware of and to be able to identify a range of factors which contribute to their physical and mental health.</p> <p>To know about why we eat and the range of food and drinks people like and consume which make up their diet.</p> <p>To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell plate represents this balanced diet.</p> <p>To understand the benefits of a range of nutrients for keeping the body healthy.</p> <p>To be able to plan, prepare and cook simple healthy meals.</p> <p>To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active.</p> <p>To understand the benefits of physical activity for promoting health.</p> <p>To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults.</p> <p>To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on their own lifestyle choices.</p> <p>To recognise how they can take responsibility for achieving a physically and mentally healthy lifestyle.</p> <p>To understand what they have learned and to be able to share it with others.</p> <p><u>Body image</u></p> <p>To explore why certain characteristics contribute towards people's views of attractiveness.</p> <p>To explore through survey data how some children and young people currently feel about themselves.</p> <p>To explore life priorities and understand how these affect choices about how time and money is spent.</p> <p>To develop understanding of various influences (including that of the media) on people's views of themselves.</p> <p>To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable.</p> <p>To compare how people can be represented and viewed differently through a range of media.</p> <p>To understand what is meant by a "positive body image" and to reflect on their perception of themselves.</p> <p>To recognise how they can develop a positive frame of mind and how this affects body image.</p> <p>To identify possible steps that might help them to address their own body image positively.</p> <p>To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves.</p> <p>To know what is possible and desirable to change about themselves.</p> <p>To understand what they have learned and be able to share it with others.</p>	<p><u>Personal Safety</u></p> <p>To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.</p> <p>To be able to assess the school and local environment from a personal safety perspective.</p> <p>To be able to make informed judgements to help keep safer.</p> <p>To be able to review safety planning.</p> <p>To be able to define honesty and explore dilemmas.</p> <p>To be able to understand and acknowledge personal boundaries and body language.</p> <p>To be able to identify and distinguish between 'yes' and 'no' touches.</p> <p>To be able to distinguish between 'good' and 'bad' secrets.</p> <p>To be able to problem solve in order to keep themselves and others safer.</p> <p>To be able to assess risk in order to keep themselves safer.</p> <p>To be able to recognise and begin to deal with peer group pressure and influence.</p> <p>To be able to review the people included in the Network of Support.</p> <p>To understand what they have learnt and be able to share it with others.</p> <p><u>E-safety</u></p> <p>To understand the need to be careful about how they present themselves online.</p> <p>To know the information which should and should not be shared online.</p> <p>To know how to safeguard their online information.</p> <p>To be able to apply their knowledge of which information to share online when creating profiles.</p> <p>To be able to review and improve their online profiles.</p> <p>To develop safe approaches to setting up passwords.</p> <p>To know the difference between information which can be shared and personal information which should be kept private.</p> <p>To be able to evaluate their own profiles to ensure that private information is not shared.</p> <p>To know what to do if they see something online which makes them feel uncomfortable.</p> <p>10. To understand what they have learned and to be able to share it with others.</p>	<p><u>Sex and Relationships Education</u></p> <p>To identify male and female sexual parts and describe their functions.</p> <p>To know appropriate terminology for use in different situations.</p> <p>To know and understand about the physical changes that take place at puberty, why they happen and how to manage them.</p> <p>To understand that physical change happens at different rates for different people.</p> <p>To understand how the media, families and friends can influence attitudes to their bodies.</p> <p>To know about new aspects of personal hygiene relevant to puberty.</p> <p>To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria.</p> <p>To understand what they have learned and be able to share it with others</p>	<p><u>Diversity and Communities</u></p> <p>To explore their identity and that of other people, and how other people's perceptions can influence views of identity.</p> <p>To understand aspects of the ethnic make up of the local community and the national context.</p> <p>To recognise the negative effects of stereotyping and prejudice.</p> <p>To recognise the different communities they belong to, and to explore the contribution they and others make to their community.</p> <p>To understand the role of volunteers and voluntary organisations.</p> <p>To know about the role of the media, and understand how it can influence them and their community.</p> <p>To understand some ways of caring for the environment and the contribution they can make.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p> <p><u>Financial capability</u></p> <p>To develop a broader view of what money is, including its history, trade and currencies.</p> <p>To know that different jobs require different skills and are paid at different rates.</p> <p>To know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community.</p> <p>To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances.</p> <p>To know how you might plan for the immediate and more distant future, including the part debt might play and how and why people save.</p> <p>To begin to understand that our choices about spending affect our local communities and the wider world.</p> <p>To begin to understand that 'poverty' might have different meanings to people in different circumstances.</p> <p>To be able to manage money in a real life situation.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p>
<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.</p>					

