### 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.

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term 1</th>
<th>Spring Term 2</th>
<th>Summer Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of this world</td>
<td>Being British</td>
<td>The New World</td>
<td>Greece: Ancient and Modern</td>
</tr>
</tbody>
</table>

#### Science
- 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.
- 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.
- 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.
- To 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.
- To 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.

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:

- 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
- To take part in a detailed local history study. (Local study of Ely past and present.)
- Ancient Greece - a study of Greek life and achievements and their influence on the western world.

#### Geography
- 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).
- 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.
| Design and Technology | • 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.  
• To apply their understanding of computing to program, monitor and control their products.  
• 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.  
| Art | • 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.  
• To apply their understanding of computing to program, monitor and control their products.  
• To apply their understanding of computing to program, monitor and control their products. | • 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.  
|
- 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 represent 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.
<table>
<thead>
<tr>
<th>Our Community</th>
<th>Solar System</th>
<th>Life Cycles</th>
<th>Keeping Healthy</th>
<th>At the Movies</th>
<th>Celebration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning to sing a song</td>
<td>• Listening to music with focus, and analysing its composition using</td>
<td>• Singing in three parts</td>
<td>• Exploring beat at different tempi</td>
<td>• Understanding music narrative</td>
<td>• Singing a song in unison and three-part harmony</td>
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<tr>
<td>• Understanding metre through singing and playing instruments</td>
<td>• musical vocabulary</td>
<td>• Reading a melody in staff notation</td>
<td>• Singing in unison and three-part harmony</td>
<td>• Interpreting notation</td>
<td>• Learning a melody and harmony part on instruments to</td>
</tr>
<tr>
<td>• Conducting metres of two and three</td>
<td>• Relating sound sequences to images</td>
<td>• Sang in three parts</td>
<td>• Developing rhythm skills through singing, playing and moving</td>
<td>• Using a storyboard to structure sounds</td>
<td>• accompany a song</td>
</tr>
<tr>
<td>• Writing lyrics</td>
<td>• Interpreting images to create descriptive sound sequences</td>
<td>• Composing and performing together</td>
<td>• Singing and playing scales and chromatic melodies</td>
<td>• Learning about the use of sound effects in movies</td>
<td>• Performing ostinati and body percussion accompaniments</td>
</tr>
<tr>
<td>• Extending arrangements of a song</td>
<td>• Developing the use of dynamics in a song</td>
<td>• Singing in two parts</td>
<td>• Using steady beat and syncopated rhythms</td>
<td>• Exploring and using narrative structure</td>
<td>• to a song</td>
</tr>
<tr>
<td>• Learning to sing a song from our musical heritage</td>
<td>• Listening to music, focusing on dynamics and texture</td>
<td>• Combining vocal sounds in performance</td>
<td>• Accompanying a song with sung and played drones</td>
<td>• Exploring and understanding phrase structure of a song melody</td>
<td>• Exploring a song arrangement and its structure</td>
</tr>
<tr>
<td>• Developing accompaniments using ostinato and invented or</td>
<td>• Learning a melodic ostinato using staff notation</td>
<td>• Creating a performance using voices and instruments in four parts</td>
<td>• Creating and performing a sequence of phrases with a movie</td>
<td>• Performing a song with a complex structure and in four parts</td>
<td>• Performing a song with awareness of audience</td>
</tr>
<tr>
<td>improvised rhythms</td>
<td>• Developing techniques of performing rap using texture and rhythm</td>
<td>• Exploring extended vocal techniques</td>
<td>• Creating and performing a song with syncopated rhythms</td>
<td>• Developing a song performance with awareness of audience</td>
<td>• Learning a new song</td>
</tr>
<tr>
<td>• Rehearsing for a performance</td>
<td>• Learning a song with a complex texture</td>
<td>• Developing a structure to combine sounds</td>
<td>• Arranging a complete performance of music and songs</td>
<td>• Understanding and using a song structure</td>
<td>• Understanding and using a song structure</td>
</tr>
<tr>
<td>• Developing a performance by adding other media</td>
<td>• Learning about the sound of the whole tone scale</td>
<td>• Creating musical effects using contrasting pitch</td>
<td>• Creating descriptive music</td>
<td>• Applying singing techniques to improve performance</td>
<td>• Developing accurate ensemble playing</td>
</tr>
<tr>
<td>• Performing with awareness of audience</td>
<td>• Listening to music and describing its use of the musical dimensions</td>
<td>• Learning about the music of early opera</td>
<td>• Developing a performance with awareness of audience</td>
<td>• Developing accurate ensemble playing</td>
<td>• Controlling short, loud sounds on a variety of instruments</td>
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<tr>
<td></td>
<td>• Performing a song with expression and with attention to tone and</td>
<td>• Creating descriptive music</td>
<td></td>
<td>• Rehearsing and improving an ensemble performance</td>
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<tr>
<td></td>
<td>• Phrasing</td>
<td>• Developing a performance with awareness of audience</td>
<td></td>
<td></td>
<td>• Preparing a performance with awareness of audience</td>
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<tr>
<td></td>
<td>• Creating a musical background to accompany a poem</td>
<td></td>
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<tr>
<td></td>
<td>• Creating and presenting a performance of song, music and poetry</td>
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</table>

By the end of KS2:
- 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.
<table>
<thead>
<tr>
<th>Languages</th>
<th>Les quatre saisons (The four seasons) QCA Unit 17</th>
<th>Raconte-moi une histoire! (Tell me a story!) QCA Unit 9</th>
<th>En route pour l'école (On the way to school) QCA Unit 15</th>
<th>Le passé et le présent (Then and now) QCA Unit 22</th>
<th>Les planètes (The planets) QCA Unit 18</th>
<th>Scene de plage (Beach scene) QCA Unit 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the weather (with reference to the present and the past)</td>
<td>• Giving instructions</td>
<td>• Alphabet</td>
<td>• Comparison of modern day settlements with those from a period in the past</td>
<td>• Planet names</td>
<td>• Beach vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Making simple statements (about the seasons)</td>
<td>• Recap numbers 1-40</td>
<td>• Places in the locality</td>
<td>• Descriptions (of a town)</td>
<td>• Giving a description of a planet</td>
<td>• Giving a simple description (of a scene or place)</td>
<td></td>
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<tr>
<td>• Using adjectives as antonyms</td>
<td>• Numbers in multiples of 10 up to 100</td>
<td>• Simple directions</td>
<td>• Saying the year</td>
<td>• Making statements (about the position of a planet)</td>
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</tr>
<tr>
<td>• Responding to song</td>
<td>• Describing a journey to school</td>
<td>• Using repair strategies to keep a conversation going</td>
<td>• Classifying nouns, adjectives and verbs</td>
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</table>

**Languages by the end of KS2**

- 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.
<table>
<thead>
<tr>
<th>Games: football</th>
<th>Games: Rugby</th>
<th>Games: Hockey</th>
<th>Games: Netball</th>
<th>Athletics: Heptathlon</th>
<th>Games: rounders</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To practise and improve accuracy and control of dribbling and passing skills.</td>
<td>• To perform ball handling skills with control and consistency within small-sided competitive games.</td>
<td>• To understand the footwork rule.</td>
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<td>• To further refine running and jumping techniques.</td>
<td>• To practise and refine bowling and batting skills.</td>
</tr>
<tr>
<td>• To apply dribbling and passing skills into small-sided competitive games.</td>
<td>• To select and apply, both skills and attacking/defending strategies within small-sided competitive games.</td>
<td>• To perform ball handling skills with control and consistency within small-sided competitive game activities.</td>
<td>• To perform ball handling skills with control and consistency within small-sided competitive game activities.</td>
<td>• To extend the approach when jumping for distance.</td>
<td>• To develop an understanding of different playing positions.</td>
</tr>
<tr>
<td>• To practise and improve accuracy and control of dribbling and passing skills.</td>
<td>• To observe and evaluate others' work focusing on effective performance, including basic attacking play.</td>
<td>• To develop spatial awareness in order to be able to move into a space to receive the ball.</td>
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<td>• To introduce and practise sprint starts and finishing.</td>
<td>• To work co-operatively planning tactics and supporting each other in the field.</td>
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<td>• To observe and evaluate others' work focusing on effective performance, including basic attacking play.</td>
<td>• To evaluate personal preference and ability to play attacking and defending roles and use the information to improve performance.</td>
<td>• To apply shooting technique to an attacking situation.</td>
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<td>• To refine running, jumping and throwing techniques.</td>
<td>• To observe and evaluate team/tactical play and use the information to improve performance.</td>
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<tr>
<td>• To apply dribbling and passing skills into small-sided competitive games.</td>
<td>• To use the correct stance and grip when using a hockey stick.</td>
<td>• To be able to shoot accurately whilst on the move.</td>
<td>• To use space effectively and apply shooting technique to an attacking situation.</td>
<td>• To refine discus throw for accuracy and distance.</td>
<td>• To observe and evaluate others' performance fairly and consistently.</td>
</tr>
<tr>
<td>• To observe and evaluate others' work focusing on effective performance, including basic attacking play.</td>
<td>• To pass and receive the ball over a short distance with control and co-ordination.</td>
<td>• To use space effectively and apply shooting technique to an attacking situation.</td>
<td>• To select and apply skills and attacking/defending strategies within small-sided competitive games.</td>
<td>• To develop an accurate shooting technique.</td>
<td>• To record own and others' performance accurately.</td>
</tr>
<tr>
<td>• To complete the core task / quick sticks competition.</td>
<td>• To pass and receive the ball with control.</td>
<td>• To develop tactical attacking play by varying speed of movement, direction and communication.</td>
<td>• To develop tactical defending play by using a variety of footwork techniques and introducing one to one player marking.</td>
<td>• To explore alternative techniques when jumping for height.</td>
<td>• To develop team relay effectiveness.</td>
</tr>
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<td>• To play effectively as part of a team.</td>
<td>• To apply shooting technique to an attacking situation.</td>
<td>• To develop tactical attacking play by varying speed of movement, direction and communication.</td>
<td>• To develop tactical defending play by using a variety of footwork techniques and introducing one to one player marking.</td>
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### Indoor Gym: pair composition
- 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.

### Games: ultimate dodgeball
- Learn some of the principles of play in Ultimate Dodgeball.
- Practice throwing for accuracy using an underarm or overarm throwing action.
- Revise throwing and catching skills.
- Practice 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.

### Dance: on the beach
- 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.
- 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.

### Gym: Press and go
- 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 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.

### Dance: styles
- 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.

### Games: badminton
- 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.

### By the end of KS2:
- 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.
- To develop knowledge and understanding of ideas and beliefs expressed in the Torah.

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 Mitzvah.
- 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 teach 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 evaluate the importance of visual expressions for Hindu deities.
- 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 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 rites of passage are important to believers and show commitment.
- 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.
- 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.

Responses to the natural world

- To explore some of the ways in which Christians respond to suffering and death e.g. support to the bereaved.
- To understand that Hinduism is a pluralistic religion.
- 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 develop their 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.
- To be able to consider a variety of ideas and beliefs about what happens when and after we die.
- To be able to use and question a religious service booklet.
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- To develop understanding of ideas and beliefs expressed in the Quran.
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To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.

To develop strategies for building collaborative relationships within the class and the school.

To recognise, for themselves and for others, the emotions involved in being in a new situation.

To know how to make new people feel welcome, in a range of situations in and out of school.

To develop strategies for themselves for coping with new situations.

To be able to identify a range of sources of support and know how to seek help.

To develop approaches to offering help and support to other people.

To understand what they have learned in this unit and be able to share it with others.

Beginning and Belonging

To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.

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My Emotions

To be able to communicate effectively a wide range of emotions, including mixed emotions.

To recognise emotions in others and consider the reasons they might give.

To recognise their own mood changes and have some strategies to help them cope.

To understand they can be overwhelmed by emotions and recognise this in themselves and others.

To understand what might cause boredom and have strategies for managing it.

To recognise their worries and know how to do something about them.

To be able to describe, stress, its causes and expression and begin to develop strategies to manage it.

To be able to use the ‘problem solving process’ to help myself and others.

To be able to get support when they need it.

To know what they might find difficult and have some strategies for staying positive through difficult times.

To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations.

To understand what they have learned in this unit and be able to share it with others.

Working together

To recognise their own strengths and understand how they are perceived by others.

To be able to challenge themselves and others to work on developing new skills.

To reflect on the experience of learning a new skill and how to apply it in different contexts.

To be aware of how their strengths may be useful in a range of different careers in the future.

To understand and practise some skills of a good communicator, including effective listening skills, delaying, explaining their views and acknowledging others’ views.

To understand and develop effective group work skills, including decision making, sharing and delaying.

To recognise influences on their decision making, including the media.

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.

To be able to persuade and overcome barriers to achieving a task.

To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future.

To be able to give and receive positive and constructive feedback which can be applied to future learning.

To understand what they have learned and to be able to share it with others.

Healthier Lifestyles

To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.

To be able to assess the school and local environment from a personal safety perspective.

To be able to make informed judgements to help keep safer.

To be able to review safety planning.

To be able to define honesty and explore dilemmas.

To understand the physical changes that take place at puberty, why they happen and how to manage them.

To understand that physical change happens at different rates for different people.

To understand how the media, families and friends can influence attitudes to their bodies.

To know about new aspects of personal hygiene relevant to puberty.

To know and understand that safe routes can stop the spread of viruses (including HIV) and bacteria.

To understand what they have learned and be able to share it with others.

Personal Safety

To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.

To be able to assess the school and local environment from a personal safety perspective.

To be able to make informed judgements to help keep safer.

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Sex and Relationships

To be able to identify male and female sexual parts and describe their functions.

To know appropriate terminology for use in different situations.

To know and understand about the physical changes that take place at puberty, why they happen and how to manage them.

To understand that physical change happens at different rates for different people.

To understand how the media, families and friends can influence attitudes to their bodies.

To know about new aspects of personal hygiene relevant to puberty.

To know and understand that safe routes can stop the spread of viruses (including HIV) and bacteria.

To understand what they have learned and be able to share it with others.

Diversity and Communities

To explore their identity and that of other people, including other people’s perceptions which can influence views of identity.

To understand aspects of the ethnic make up of the local community and the national context.

To recognise the negative effects of stereotyping and prejudice.

To recognise the different communities they belong to, and to explore the contribution they and others make to their community.

To understand the role of volunteers and voluntary organisations.

To know about the role of the media, and understand how it can influence them and their community.

To understand some ways of caring for the environment and the contribution they can make.

To understand what they have learned in this unit and be able to share it with others.

Financial capability

To develop a broader view of what money is, including its history, trade and currencies.

To know that different jobs require different skills and are paid at different rates.

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.

To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances.

To know how you might plan for the immediate and more distant future, including the part debt might play and how action can help.

To begin to understand that our choices about spending affect our local communities and the wider world.

To begin to understand what people are trying to achieve for those living in poverty.

To be able to manage money in a real life situation.

To understand what they have learned in this unit and be able to share it with others.

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.