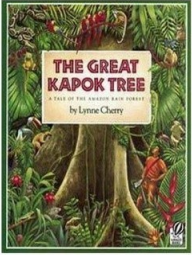
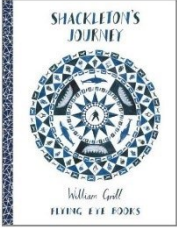
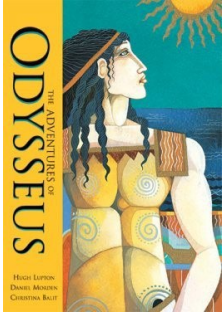
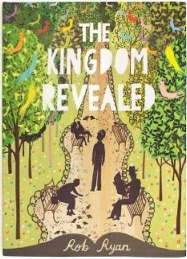


Year 5 curriculum

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>The Great Kapok Tree</p>	 <p>Shackleton's Journey</p>	 <p>The adventures of Odysseus</p>		 <p>The Kingdom revealed</p>	
English – writing opportunities	<p>Poetry Non-Chronological Text Persuasive Writing Narrative writing - ending of a story</p>	<p>Diary entry Persuasive letter Character Description Newspaper Report</p>	<p>Narrative-retelling of a myth-adventure. Information poster Poetry</p>	<p>Diary entry Play script Poetry</p>	<p>Narrative writing Character description Discussion text</p>	<p>Recount Narrative set-in real world using suspense Letter writing-formal and informal</p>
English - SPAG	<p>I can review common, proper and collective nouns Use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks Model relative clauses in which the relative pronoun refers back to the noun e.g. That's the Identify modal verbs in sentences e.g. could, may, (also adverbs e.g. perhaps, surely)</p>	<p>I can identify and use pronouns to avoid repetition I can compose expanded noun phrases and apply to writing I can collect a bank of relative pronouns (/ conjunctions) e.g. which, who, that Present perfect / past perfect e.g. He has taken the dog for a walk / She had enjoyed gardening</p>	<p>I can find all the determiners in a given sentence Identify preposition phrases in sentences, including prepositions of place and time e.g. He was in bed / I met them after the party Identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses Identify adverbials both within and at the front of sentences</p>	<p>I can apply fronted adverbials to own writing Experiment with writing from 1st person point of view in the present tense e.g. in the middle of a tense situation I know how to use a comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity Begin to use a single dash Identify adverbials both</p>	<p>I can use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner Include and revise relative clauses I can maintain consistency of tense when writing fiction and non-fiction text Identify and revise present perfect and past perfect verb forms</p>	<p>I can write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality. I can spell correctly a wide range of verb forms. I can revise the meaning of ambiguity. I can write a variety of sentence types when writing dia-</p>

	<p>Revise spellings of regular and irregular past tense verbs</p> <p>Model, discuss and use commas to separate clauses effectively</p> <p>Discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. tolerance (tolerant)</p> <p>Revise correct use of subject/verb agreement to conform to Standard English e.g. I done/did it carefully.</p>	<p>Revise use of comma to separate items in a list</p> <p>Revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. the woman's hat, the women's hats</p> <p>I can discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. tolerance (tolerant)</p>	<p>I can Identify 1st or 3rd person</p> <p>Model and practise punctuating parenthesis using pairs of commas, dashes or brackets.</p> <p>I can define and spell adjectives with the suffix 'ious' e.g. vicious, cautious</p> <p>Define meaning of a range of further homophones</p> <p>Identify, discuss and correct sentences which contain a double negative e.g. I'm not doing nothing.</p>	<p>within and at the front of sentences</p> <p>I can define and spell adjectives with the suffix 'ious' e.g. vicious, cautious</p> <p>Define meaning of a range of further homophones</p> <p>identify, discuss and correct sentences which contain a double negative e.g. I'm not doing nothing.</p>	<p>I can use bullet points where appropriate</p> <p>Revise use of apostrophe for omission and possession</p> <p>Write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation</p> <p>In spoken and written contexts.</p> <p>I can apply known rules of Standard English to practise formal language.</p>	<p>logue, in order to show character or advance the action e.g. exclamation.</p> <p>In spoken and written contexts, I can apply known rules of Standard English to practise formal language.</p>
<p>Maths – White Rose</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Fractions</p>	<p>Multiplication and Division</p> <p>Fractions</p>	<p>Multiplication and division.</p> <p>Fractions</p> <p>Decimals and percentages</p> <p>Statistics</p>	<p>Decimals and percentages</p> <p>Perimeter and area</p>	<p>Shape</p> <p>Position and direction</p>	<p>Negative numbers</p> <p>Converting units</p> <p>Volume</p>
<p>Science – White Rose knowledge and skills</p>	<p>Forces Knowledge</p> <p>I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>I know that forces are either a push or pull force</p> <p>I know that forces are invisible.</p> <p>I know how to plan an investigation, and understand the definition of variables, methods and conclusions.</p> <p>Skills</p> <p>I can explain the different types of forces acting on an</p>	<p>Earth and space Knowledge</p> <p>I know the movement of the Earth and other planets relative to the Sun's solar system.</p> <p>I know that the moon orbits the earth and how the gravitational pull of the moon impacts the tides on Earth.</p> <p>To use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. (SciPoS)</p> <p>Skills</p>	<p>Properties of materials. Knowledge</p> <p>I understand that materials can be categorized by either solid, liquid or gas form and that these states of matter have set definitions.</p> <p>I know that some materials do not fit into the category of solid, liquid and gas.</p> <p>I know that objects can be categorized based on their level of hardness, solubility, transparency, and conductivity.</p> <p>I know that some materials will dissolve in liquid form to</p>	<p>Animals including humans/ Life cycles. Knowledge</p> <p>I know the scientific names for the various life stages of human development from pre-natal to elderly adults.</p> <p>I know that animals are classified into mammals, insects, amphibians, reptiles and birds.</p> <p>I know that different animals have lifecycles of varying lengths and stages.</p> <p>I know what a gestational period is and how these vary between species.</p>	<p>Reversible and irreversible changes- changes of state and matter. Knowledge</p> <p>I know that some changes are reversible, and some changes are irreversible.</p> <p>I understand which mechanisms create irreversible and reversible changes.</p> <p>I understand the processes of dissolving, filtering, evaporation, freezing and burning.</p> <p>Skills</p>	<p>Reproduction. Knowledge</p> <p>I know what sexual and asexual reproduction are.</p> <p>I know the reproductive organs in plants and humans.</p> <p>I understand what cloning is.</p> <p>I understand what pollination is.</p> <p>Skills</p> <p>I can label diagrams accurately.</p> <p>I can plan, carry out and evaluate an investigation into cloning plants.</p> <p>I can explain the process of sexual and asexual reproduction.</p>

	<p>object. These include air resistance, water resistance, gravity and upthrust. I can explain that unsupported objects fall towards the Earth because of the force of gravity acting. I can plan, carry out and evaluate an investigation into air resistance or water resistance.</p>	<p>To describe the movement of the Earth and other planets relative to the Sun's solar system. I can 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>form a solution and others will not. Skills I can compare and group everyday materials on the basis of their properties including hardness, solubility, transparency, and conductivity. I can demonstrate that dissolving, mixing and changes of state are reversible.</p>	<p>I know which animals give birth to live young and which animals lay eggs. Skills I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals. I can create bar graphs to show gestation periods of various animals.</p>	<p>I can explain why some changes are reversible and why others are irreversible. I can plan, conduct and evaluate practical investigations.</p>	
<p>RE – Knowledge and Skills</p>	<p>What does it mean if God is loving and holy? Knowledge I know how to identify some different types of biblical texts, using technical terms accurately. I know how to explain connections between biblical texts and Christian ideas of God, using theological terms. I know how to make clear connections between Bible texts studied and what Christians believe about God. Skills I can show how Christians put their beliefs into practice in worship. I can weigh up how biblical ideas and teachings about God as holy and loving</p>	<p>Was Jesus the Messiah? Knowledge I know how to explain the place of Incarnation and Messiah within the 'big story' of the Bible. I know how to identify Gospel and prophecy texts, using technical terms. I understand how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. I know how to weigh up how far the idea that Jesus is the Messiah - a Saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives. Skills</p>	<p>How can following God bring freedom and justice? Knowledge I know how to explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. I know how to make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. I know how to explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Skills I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how</p>	<p>What did Jesus do to save human beings? Knowledge I know how to outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. I know how to explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. I know how to suggest meanings for narratives of Jesus' death/ resurrection, comparing my ideas with ways in which Christians interpret these texts. Skills I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate</p>	<p>What is it like to be Jewish in Britain today? Knowledge I know how to make connections between Jewish practice, teachings from the Torah and their beliefs about God. I know how to give examples of Jewish festivals and describe how they impact Jewish people today. I know how to answer the key question from different perspectives, including my own. Skills I can explain the meaning and significance of Jewish rituals and practices. I can comment thoughtfully on how the role of women varies within Judaism.</p>	<p>What is it like to be Muslim in Britain today? Knowledge I know how to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. I know how to give examples of how each pillar might affect the life of a Muslim. I know how to make connections between the key functions of the mosque and the beliefs of Muslims. I know how to describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience. Skills I can comment thoughtfully on the value and purpose of</p>

	<p>might make a difference in the world today, developing insights of their own.</p>	<p>I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	<p>far these are helpful or inspiring, justifying their responses.</p>	<p>Holy Communion/Lord's Supper. I can show how Christians put their beliefs into practice. I can weigh up the value and impact of ideas of sacrifice in my own life and the world today.</p>		<p>religious practices and rituals in a Muslim's daily life. I can answer the key question from different perspectives, including my own.</p>
<p>Geography Plan B Knowledge and Skills</p>	<p>South America Knowledge I can name the countries of South America. I know how to use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. I know how to use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I know how to compare and contrast the human and physical features of Brazil and the UK. Skills I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain range of South America. I can use plate tectonics to describe how mountains are formed. I can explain how humans use the Andes for things like natural resources, hydroelectric dams and tourism.</p>	<p>Rivers Knowledge To locate and label different countries and regions in Europe. (GePoS) Use a map to locate rivers and mountains in Europe. (GePoS) To recall the physical and human features of Europe. (GePoS) To compare climates within Europe and explain why the equator is the hottest place on Earth. (GePoS) Skills I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. I can describe the role rivers play in the water cycle. I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. I can explain the processes of erosion, transportation and deposition in relation to rivers.</p>		<p>United kingdom Knowledge I know how to describe key geographical features of the UK and its countries. I know that the UK can be split into regions and that each region contains several counties. I know how to identify and name the counties of the UK. I know the difference between a hill and a mountain. I know the difference between a sea and an ocean. I know that rivers start their journey at the source and end their journey at the mouth. Skills I can explore the human and physical features of a particular town or city in the UK. I can describe how different mountains are formed. I can name and locate mountain ranges of the UK. I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. I can name and locate the major rivers of the UK.</p>		

	<p>I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency.</p> <p>I can explain that the main industries of South America are agriculture and timber.</p> <p>I can name some key industries in different South American countries.</p> <p>I can use independent research to find out key details of the human and physical geography of a particular South American country.</p> <p>I can locate the countries of South America on a map.</p> <p>I can use political maps and climate maps to identify the climate zones of South America.</p> <p>I can use a topographical map to locate the mountain ranges of South America.</p> <p>I can use a map of plate tectonics to identify the location of the Andes. • I can create a colour key on a map of South America to denote key industries.</p>	<p>I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure.</p> <p>I can describe the causes of river pollution and its effect on the environment.</p> <p>I can generate geographical questions about a particular river and use a variety of sources to find the answers.</p> <p>I can use a world map to identify major rivers around the world.</p>		<p>I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands.</p> <p>I can use given clues to locate the counties of England on a map.</p> <p>I can use a map to answer true or false questions about the location of a county.</p> <p>I can locate the major towns and cities of the UK on a map.</p>		
<p>History Plan B Knowledge and Skills</p>			<p>Ancient Greeks Knowledge To study aspects of Greek life and achievements and their influence on the western world. (HisPoS) To order events on a time line BC era. (HisPoS)</p>		<p>Shang dynasty Knowledge Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Think about the lives of other people living in other</p>	<p>Crime and punishment Knowledge To study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (HisPoS) To study over time tracing how several aspects of national history are reflected in</p>

			<p>To make suggestions for what different artefacts are, could be used for. (HisPoS)</p> <p>To suggest what we can learn from these artefacts about life in Ancient Greece. (HisPoS)</p> <p>Skills</p> <p>I can study a variety of primary and secondary sources. I can begin to assess the validity of sources.</p> <p>I can begin to compare Ancient Greece to the modern day and start to assess the impact of Ancient Greek life on modern society.</p>		<p>places and times, and people with different values and customs (HisPoS)</p> <p>Skills</p> <p>I can study a variety of primary and secondary sources.</p> <p>I can begin to assess the validity of sources.</p>	<p>the locality (this can go beyond 1066) (HisPoS)</p> <p>To think about the lives of other people living in other places and times, and people with different values and customs. (HisPoS)</p> <p>To understand life in the Victorian era and compare it to our life today. (HisPoS)</p> <p>Skills</p> <p>I can study a variety of primary and secondary sources. I can begin to assess the validity of sources.</p> <p>I can begin to make comparisons between periods of time in British history and consider the impact of these changes.</p>
<p>Art and DT Kapow Knowledge and Skills</p>	<p>Doodlers – using motors to create art Knowledge</p> <p>Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.</p> <p>Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.</p> <p>Describe a motor as a circuit component that changes electrical energy into movement.</p> <p>Provide examples of motorized products that use movement to rotate or spin different parts.</p> <p>Remove and replace different parts of a Doodler, as part of a team.</p> <p>Suggest ways to switch the configuration to amend the</p>	<p>Architecture – sketching and printing Knowledge</p> <p>I am aware of different sketching techniques and the effect these can have on my artwork.</p> <p>These include; Shading, building colour with layers and cross hatching.</p> <p>Skills</p> <p>I can apply my knowledge of various sketching techniques to my artwork.</p> <p>I can create drawings from real life observations.</p> <p>I can notice shadow and depth of my source image to improve my work.</p>	<p>DT - Making a pop-up book Knowledge</p> <p>Produce a suitable plan for each page of their book.</p> <p>Produce the structure of the book.</p> <p>Assemble the components necessary for all their structures/mechanisms.</p> <p>Hide the mechanical elements with more layers using spacers where needed.</p> <p>Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</p> <p>Use appropriate materials and captions to illustrate the story.</p> <p>Skills</p> <p>I can plan to create a pop-up book; I can make considerations about the audience of my book.</p>	<p>Art – every picture tells a story Knowledge</p> <p>I can consider and understand the different meanings behind different forms of art.</p> <p>Skills</p> <p>I can use a range of techniques and materials including charcoal, sketching, sketching and printing to create various art forms.</p>	<p>Food choices – can we make healthier choices Knowledge</p> <p>Understand how beef gets from the farm to our plates.</p> <p>Contribute ideas as to what a ‘healthy meal’ means.</p> <p>Notice the nutritional differences between different products and recipes.</p> <p>Recognize nutritional differences between two similar recipes and give some justification as to why this is.</p> <p>Design packaging that promotes the ingredients of the Bolognese.</p> <p>Skills</p> <p>I can present a subject as a poster with clear information in an easy-to-read format.</p>	<p>Food packaging Knowledge</p> <p>I know how food packaging is designed.</p> <p>I understand how color, font choices and language can influence people's buying decisions.</p> <p>Skills</p> <p>I can use my knowledge of advertising, color and audience to create my own food packaging design.</p> <p>I can evaluate my food packaging design and make comments on my design choices.</p>

	<p>form or function of the Doodler.</p> <p>Skills</p> <p>I can build a simple circuit and work as a team to decide on the best way to attach the circuit to my doodler.</p> <p>I can make decisions about design and can adjust improve my design.</p> <p>I can test and redesign my doodler to create a working product.</p>		<p>I can use a range of mechanisms, including sliding mechanisms, pop-up mechanisms and folding mechanisms.</p>		<p>I can work as a team to amend a Bolognese recipe with healthy adaptations.</p> <p>Follow a recipe to produce a healthy Bolognese sauce.</p>	
<p>Music Charanga Knowledge and Skills</p>	<p>Living' On a Prayer' Knowledge</p> <p>I know how to identify and move to the pulse with ease.</p> <p>When I talk, I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs</p> <p>I can think about the message of songs.</p> <p>Skills</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can talk about the music and how it makes you feel.</p>	<p>Classroom Jazz 1 Knowledge</p> <p>I know how to identify and move to the pulse with ease.</p> <p>When I talk, I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs</p> <p>I can think about the message of songs.</p> <p>Skills</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can talk about the music and how it makes you feel.</p>	<p>Make You Feel My Love Knowledge</p> <p>I know how to identify and move to the pulse with ease.</p> <p>When I talk, I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs</p> <p>I can think about the message of songs.</p> <p>Skills</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can talk about the music and how it makes you feel.</p>	<p>The Fresh Prince of Bel-Air Knowledge</p> <p>I know how to identify and move to the pulse with ease.</p> <p>When I talk, I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs</p> <p>I can think about the message of songs.</p> <p>Skills</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can talk about the music and how it makes you feel.</p>	<p>Dancing in the Street Knowledge</p> <p>I know how to identify and move to the pulse with ease.</p> <p>When I talk, I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs</p> <p>I can think about the message of songs.</p> <p>Skills</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can talk about the music and how it makes you feel.</p>	<p>Dancing in the Street Knowledge</p> <p>I know how to identify and move to the pulse with ease.</p> <p>When I talk, I can use musical vocabulary.</p> <p>I can talk about the musical dimensions working together in the Unit songs</p> <p>I can think about the message of songs.</p> <p>Skills</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can talk about the music and how it makes you feel.</p>

<p>PHSE Jigsaw knowledge and Skills</p>	<p>Being in my world Knowledge I understand how democracy and having a voice benefits the school community. I understand how to contribute towards the democratic process. I understand the rights and responsibilities associated with being a citizen in the wider community and their country. I know how to face new challenges positively. I understand how to set personal goals. I know how an individual's behaviour can affect a group and the consequences of this. Skills I can feel empathy for people whose lives are different from their own. I can consider their own actions and the effect they have on themselves and others. I am able to work as part of a group, listening and contributing effectively. I am able to identify what they value most about school. I can identify hopes for the school year. I understand why the school community benefits from a Learning Charter. I am able to help friends. I am able to make positive choices. I know how to regulate my emotions.</p>	<p>Celebrating difference Knowledge I know of external forms of support in regard to bullying e.g. Childline. I know that bullying can be direct and indirect. I know what racism is and why it is unacceptable. I know what culture means. I know that differences in culture can sometimes be a source of conflict. I know that rumour-spreading is a form of bullying online and offline. I know how my life is different from the lives of children in the developing world. Skills I can appreciate the value of happiness regardless of material wealth. I can identify my own culture and different cultures within their class community. I can identify my own attitudes about people from different faith and cultural backgrounds. I can develop respect for cultures different from their own. I can identify a range of strategies for managing my own feelings in bullying situations. I can identify some strategies to encourage children who use bullying behaviours to make other choices. I am able to support children who are being bullied.</p>	<p>Dreams and goals Knowledge I know about a range of jobs that are carried out by people I know. I know the types of job they might like to do when they are older. I know that young people from different cultures may have different dreams and goals. I know that they will need money to help them to achieve some of their dreams. I know that different jobs pay more money than others. I know that communicating with someone from a different culture means that they can learn from them and vice versa. I know ways that they can support young people in their own culture and abroad. Skills I know about a range of jobs that are carried out by people I know. I know the types of job they might like to do when they are older. I know that young people from different cultures may have different dreams and goals. I know that they will need money to help them to achieve some of their dreams. I know that different jobs pay more money than others.</p>	<p>Healthy me Knowledge I know basic emergency procedures, including the recovery position. I know the health risks of smoking. I know how smoking tobacco affects the lungs, liver and heart. I know how to get help in emergency situations. I know that the media, social media and celebrity culture promotes certain body types. I know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure. I know some of the risks linked to misusing alcohol, including antisocial behavior. I know what makes a healthy lifestyle. Skills I can respect and value their own bodies. I can reflect on their own body image and know how important it is that this is positive. I can recognise strategies for resisting pressure. I can identify ways to keep myself calm in an emergency. I can make informed decisions about whether or not they choose to smoke when they are older. I can make informed decisions about whether they</p>	<p>Relationships Knowledge I know that there are rights and responsibilities in an online community or social network. I know that there are rights and responsibilities when playing a game online. I know that too much screen time isn't healthy. I know how to stay safe when using technology to communicate with friends. I know that a personality is made up of many different characteristics, qualities and attributes. I know that belonging to an online community can have positive and negative consequences. Skills I can suggest strategies for building self-esteem of themselves and others. I can identify when an online community/social media group feels risky, uncomfortable, or unsafe. I can suggest strategies for staying safe online/ social media. I can say how to report unsafe online/social network activity. I can identify when an online game is safe or unsafe. I can suggest ways to monitor and reduce screen time. I can suggest strategies for managing unhelpful pressures online or in social networks.</p>	<p>Changing me Knowledge I know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. I know that sexual intercourse can lead to conception. I know that some people need help to conceive and might use IVF. I know that becoming a teenager involves various changes and also brings growing responsibility. I know what perception means and that perceptions can be right or wrong. Skills I can celebrate what I like about my own and others' self-image and body image. I can suggest ways to boost self-esteem of myself and others. I can recognise that puberty is a natural process that happens to everybody and that it will be OK for me. I can ask questions about puberty to seek clarification. I can express how I feel about having a romantic relationship when I am an adult. I can express how I feel about having children when I am an adult. I can express how I feel about becoming a teenager. I can say who I can talk to if concerned about puberty or becoming a teenager/adult.</p>
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			<p>I know that communicating with someone from a different culture means that they can learn from them and vice versa.</p> <p>I know ways that they can support young people in their own culture and abroad.</p>	<p>choose to drink alcohol when they are older.</p> <p>I can accept and respect myself for who I am.</p> <p>I can be motivated to keep myself healthy and happy.</p>		
<p>Computing Purple Mash Knowledge and skills</p>	<p>Statistics Knowledge To know what decomposition and abstraction are in computer science. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what concatenation is and how it works.</p> <p>Skills I can begin to simplify code. I can create a playable game. I can take a real-life situation, decompose it and think about the level of abstraction.</p>	<p>e-safety knowledge To gain a greater understanding of the impact that sharing digital content can have. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>Skills I can search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. I can review sources of support when using technology and children's responsibility to one another in their online behaviour.</p>	<p>Spreadsheets knowledge I know how to use a spreadsheet to model a real-life problem. I know how to use formulae to calculate area and perimeter of shapes.</p> <p>Skills I can create formulae that use text variables. I can use a spreadsheet to help plan a school cake sale.</p>	<p>Databases Knowledge To learn how to search for information in a database.</p> <p>Skills I can contribute to a class database. I can create a database around a chosen topic</p>	<p>Game creator Knowledge To understand the stages of game creation. To understand how to layer game creation to create motion, audio and text elements of games.</p> <p>Skills I can plan a game. I can design and create a game environment. I can design and create a game quest. I can finish and share the game. I can self and peer evaluate.</p>	<p>Word processing Knowledge To know what a word processing tool is for. To know how to use word wrap with images and text.</p> <p>Skills I can add and edit images to a word document. I can add features to a document to enhance its look and usability. I can use tables within MS Word to present information. I can consider page layout including heading and columns.</p>

<p>MFL Kapow Knowledge and skills</p>	<p>Verbs in a French Week. Knowledge To know that a change in voice intonation can indicate when a question is being asked. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. Skills I can identify key information in simple writing. I can read and respond to a range of authentic texts. I can speak and read aloud with increasing confidence and fluency.</p>	<p>Monster pets: Knowledge Learning to describe physical features and parts of the body to create our own Monster pets. Skills I can use a range of language detective strategies to decode new vocabulary including context and text type. I can confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. I can identify key information in simple writing.</p>	<p>Space exploration in French. Knowledge To know that I can compare nouns by placing plus/moins and que around the adjective of comparison. To know that adjectives must agree with the gender and number of the noun being described. Skills I can Read and respond to a range of authentic texts. I can adapt model sentences to express different ideas. I can Present factual information in extended sentences.</p>	<p>Shopping in France Knowledge To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. To know that a change in voice intonation can indicate when a question is being asked Skills I can use contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary. I can speak in full sentences using known vocabulary.</p>	<p>French speaking world Knowledge To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked. Skills I can Listen and select information from short audio passages to give an appropriate response. I can Identify key information in simple writing. I can use adjectives with correct placement and agreement.</p>	<p>Meet my French family Knowledge To understand that words in French and English will not always have a direct equivalent in the other language. To know that there are compound nouns in French e.g. mon grand-père, mes grandparents. Skills I can Speak and read aloud with increasing confidence and fluency. I can write a short text using word and phrase cards, knowledge organizers and a bilingual dictionary to model or scaffold.</p>
<p>PE Getset4PE Knowledge and Skills</p>	<p>Netball Knowledge I know how to communicate with my team and move into space to keep possession and score. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. Skills I can identify when I was successful and what I need to do to improve.</p>	<p>Dance Knowledge I know how to suggest ways to improve my own and other people’s work using key terminology. I know how to use counts when choreographing to stay in time with others and the music. I know how to use feedback provided to improve my work. Skills I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance,</p>	<p>Gymnastics Knowledge I know how to use set criteria to make simple judgments about performances and suggest ways they could be improved. I know how to create and perform sequences using apparatus, individually and with a partner. Skills I can lead a partner through short warm-up routines. I can use canon and synchronization, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work.</p>	<p>Tennis Knowledge I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply these. Skills I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health.</p>	<p>Striking and fielding – rounders/cricket Knowledge I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. Skills I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p>	<p>Athletics Knowledge I know how to identify good athletic performance and explain why it is good. I know how to take on the role of coach, official and timer when working in a group. I know how to use feedback to improve my sprinting technique. Skills I can choose the best pace for a running event. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities.</p>

	<p>I can pass, receive and shoot the ball with some control under pressure.</p> <p>I can stay with an opponent, and I am confident to attempt to intercept.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p>	<p>clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p>	<p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p>	<p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p>
Cultural capital		Assembly hall pantomime	Ancient Greek workshop	Planetarium visit	Mosque visit	London School trip