

# Curriculum Intent: Year Group 5 Cycle A

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	The Amazing Americas		Mysterious Mayans		Invaders and Settlers	
Science	<p><u>Living Things</u></p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</p> <p>I can describe the life process of reproduction in some plants and animals.</p>	<p><u>Space</u></p> <p>I can describe the movement of the Earth and other planets relative to the sun in the solar system;</p> <p>I can describe the movement of the moon relative to the Earth;</p> <p>I can describe the sun, Earth and moon as approximately spherical bodies;</p> <p>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><u>Materials</u></p> <p>I can 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;</p> <p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution;</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating;</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic;</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes;</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		<p><u>Forces</u></p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces;</p> <p>I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><u>Animals inc. humans</u></p> <p>I can describe the changes as humans develop to old age. (See SRE floor book)</p>	
<p><u>ASKING QUESTIONS AND CARRYING OUT FAIR AND COMPARATIVE TESTS</u></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;</li> <li><b>b</b> with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;</li> <li><b>c</b> explore and talk about their ideas, raising different kinds of scientific questions;</li> <li><b>d</b> ask their own questions about scientific phenomena;</li> <li><b>e</b> select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;</li> <li><b>f</b> make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;</li> <li><b>g</b> plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary;</li> <li><b>h</b> use their test results to identify when further tests and observations may be needed;</li> </ul>						

# Curriculum Intent: Year Group 5 Cycle A

i use test results to make predictions for further tests

## OBSERVING AND MEASURING CHANGES

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Using test results to make predictions to set up further comparative and fair tests.

Children can:

- i** with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;
- j** with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;
- k** explore and talk about their ideas, raising different kinds of scientific questions;
- l** ask their own questions about scientific phenomena;
- m** select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;
- n** make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;
- o** plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary;
- p** use their test results to identify when further tests and observations may be needed;
- i** use test results to make predictions for further tests

## IDENTIFYING, CLASSIFYING, RECORDING AND PRESENTING DATA

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Children can:

- a** independently group, classify and describe living things and materials;
  - b** use and develop keys and other information records to identify, classify and describe living things and materials;
  - c** decide how to record data from a choice of familiar approaches;
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs

## DRAWING CONCLUSIONS, NOTICING PATTERNS AND PRESENTING FINDINGS

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

Children can:

- a** notice patterns;
  - b** draw conclusions based in their data and observations;
  - c** use their scientific knowledge and understanding to explain their findings;
  - d** read, spell and pronounce scientific vocabulary correctly;
  - e** identify patterns that might be found in the natural environment;
  - f** look for different causal relationships in their data;
  - g** discuss the degree of trust they can have in a set of results;
- independently report and present their conclusions to others in oral and written forms.

# Curriculum Intent: Year Group 5 Cycle A

	<p><b>USING SCIENTIFIC EVIDENCE AND SECONDARY SOURCES OF INFORMATION</b></p>		
	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use primary and secondary sources evidence to justify ideas;</li> <li><b>b</b> identify evidence that refutes or supports their ideas;</li> <li><b>c</b> recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact;</li> <li><b>d</b> use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas;</li> </ul> <p>talk about how scientific ideas have developed over time</p>		
<p>Reading</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> </ul> <p>I understand what I read by:</p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> </ul>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>I understand what I read by:</p> <p>checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>I understand what I read by:</p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> </ul>

# Curriculum Intent: Year Group 5 Cycle A

	<ul style="list-style-type: none"> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> </ul> <p>I can participate in discussions about books that are read to me and those I can read for themselves, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul> <p>I can participate in discussions about books that are read to me and those I can read for themselves, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p>	<ul style="list-style-type: none"> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> </ul> <p>I can participate in discussions about books that are read to me and those I can read for themselves, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p>			
Spelling	<p>I understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use morphology and etymology in spelling.</p> <p>I can use dictionary to check the meaning of words using the first three or four letters of a word to check spelling,</p>	<p>I understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use morphology and etymology in spelling.</p> <p>I can use dictionary to check the meaning of words using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>I understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use morphology and etymology in spelling.</p> <p>I can use dictionary to check the meaning of words using the first three or four letters of a word to check spelling,</p>	<p>I understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use morphology and etymology in spelling.</p> <p>I can use dictionary to check the meaning of words using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>I understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use morphology and etymology in spelling.</p> <p>I can use dictionary to check the meaning of words using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>I understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use morphology and etymology in spelling.</p> <p>I can use dictionary to check the meaning of words using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>

# Curriculum Intent: Year Group 5 Cycle A

	<p>meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words ending in cious and tious and their common exceptions.</p> <p>I can spell homophones and near homophones.</p>	<p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words with silent letters.</p>	<p>meaning or both of these in a dictionary</p> <p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell homophones and near homophones.</p>	<p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can convert nouns or adjectives into verbs using suffixes e.g. ate, ise, ify verb prefixes e.g. dis, de, mis, re, over</p>	<p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p> <p>I can spell words containing the letter string ough.</p>	<p>I can use a thesaurus.</p> <p>I can spell words from the year 5/6 word list.</p>
Writing	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-precising longer passages</li> </ul>	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>

# Curriculum Intent: Year Group 5 Cycle A

	<p>choices can change and enhance meaning</p> <ul style="list-style-type: none"> <li>-précising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of my own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>I can proof-read for spelling and punctuation errors.</p> <p>I can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of my own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>I can proof-read for spelling and punctuation errors.</p> <p>I can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Vocabulary, grammar and punctuation</u></p>	<p>choices can change and enhance 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proof-read for spelling and punctuation errors.</p> <p>I can perform their own compositions, using appropriate intonation,</p>	<ul style="list-style-type: none"> <li>-in narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advancer the action.</li> </ul> <p>-précising longer passages</p> <ul style="list-style-type: none"> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of my own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>I can proof-read for spelling and punctuation errors.</p> <p>I can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Vocabulary, grammar and punctuation</u></p>
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# Curriculum Intent: Year Group 5 Cycle A

	<p><u>Vocabulary, grammar and punctuation</u></p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility.</p> <p>I can use layout devices for example headings, sub-headings, column, bullets or tables to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use a colon to introduce a list.</p> <p>I can punctuate bullet points consistently.</p> <p>I can use layout devices for example headings, sub-headings, column, bullets or tables to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>I can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Vocabulary, grammar and punctuation</u></p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use relative clauses beginning who, which, where, when, whose, that, or with an implied (omitted) relative pronoun.</p> <p>I can use devices which build cohesion with and between paragraphs (e.g. using adverbials of time, place or number; repetition of words or phrases; the use of adverbials and ellipses.</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use layout devices for example headings, sub-headings, column, bullets or tables to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>I can proof-read for spelling and punctuation errors.</p> <p>I can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Vocabulary, grammar and punctuation</u></p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use layout devices for example headings, sub-headings, column, bullets or tables to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>volume, and movement so that meaning is clear.</p> <p><u>Vocabulary, grammar and punctuation</u></p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms.</p> <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use layout devices for example headings, sub-headings, column, bullets or tables to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>	<p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I can use layout devices for example headings, sub-headings, column, bullets or tables to structure a text.</p> <p>I can use and understand the grammatical terminology as prescribed in the National Curriculum.</p>
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# Curriculum Intent: Year Group 5 Cycle A

<p><b>Maths</b></p>	<p><u>Place value</u></p> <p>I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>I can read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.</p> <p>I can round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000</p> <p>I can solve number problems and practical problems that involve all of the above</p> <p>I can add and subtract numbers mentally with increasingly large numbers</p> <p>I can add and subtract whole numbers with</p>	<p><u>Statistics</u></p> <p>complete, read and interpret information in tables, including timetables solve comparison, sum and difference problems using information presented in a line graph <u>x and ÷</u> I can multiply and divide numbers mentally drawing upon known facts</p> <p>I can multiply numbers up to 4 digits by a one--- or two---digit number using a formal written method, including long multiplication for two---digit numbers</p> <p>I can divide numbers up to 4 digits by a one---digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>I know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers: establish whether a number up to 100 is</p>	<p><u>Area &amp; perimeter</u></p> <p>calculate and compare the area of squares and rectangles including using standard units and estimate the area of irregular shapes</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>calculate and compare the area of squares and rectangles including using standard units</p> <p><u>Algebra:</u> I can use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p><u>Fractions</u> I can compare and order fractions whose denominators are all multiples of the same number</p> <p>I can add and subtract fractions with the same denominator and multiples of the same number</p>	<p><u>Decimals and %</u></p> <p>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>I can read, write, order and compare numbers with up to three decimal places</p> <p>I can round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>I can read and write decimal numbers as fractions (e.g. 0.71 = <math>\frac{71}{100}</math>)</p> <p>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>I can recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction</p> <p>I can solve problems involving numbers up to three decimal places</p> <p>I can solve problems which require knowing percentage and decimal equivalence</p>	<p><u>Shape</u></p> <p>identify 3D shapes, including cubes and other cuboids, from 2D representations</p> <p>draw given angles, and measure them in degrees</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Identify angles at a point and on a straight line</p> <p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p><u>Measures</u></p> <p>estimate volume (e.g ) using 1 cm blocks to build cubes and cuboids) and capacity (e.g. using water)</p> <p>use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>solve problems involving converting between units of time</p> <p>convert between different units of metric measure</p> <p>solve problems involving converting between units of time</p> <p>understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p>
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# Curriculum Intent: Year Group 5 Cycle A

	<p>more than 4 digits, including using formal written methods</p> <p>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>prime and recall prime numbers up to 19</p> <p>I can recognise and use square numbers and cube numbers, and the notation</p> <p>I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements</p> <p>I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>I can read and write decimal numbers as fractions (e.g. <math>0.71 = \frac{71}{100}</math>)</p> <p>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>			
Geography	<p><u>The Americas</u></p> <p>I can locate the world's countries using maps to focus on South America concentrating on environmental regions and key human and physical characteristics, countries and major cities.</p> <p>I can identify the position and significance of the equator, northern hemisphere and southern hemisphere.</p> <p>I can understand geographical similarities and differences through the study of human geography of a region of the UK and South America.</p> <p>I can describe the key aspects of physical geography.</p> <p>I can describe and understand the key features of human geography.</p>					<p><u>Eastern Europe</u></p> <p>I can locate the world's countries using maps to focus on Eastern Europe concentrating on environmental regions and key human and physical characteristics, countries and major cities.</p> <p>I can name and locate the countries and major cities of the UK, identifying human and physical characteristics including mountains and rivers, and</p>

# Curriculum Intent: Year Group 5 Cycle A

	<p>I can use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>I can use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p> <p>I can describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts, mountains and the water cycle.</p>				land-use patterns showing change over time.	
Art		<p><u>Animal Sketching</u></p> <p>I can review and revisit ideas in my sketchbook.</p> <p>I can offer feedback using technical vocab.</p> <p>I can think critically about my art and design work.</p> <p>I can use digital technology as sources for developing ideas.</p> <p>I can use key vocab to demonstrate knowledge and understanding.</p> <p>I can use a variety of techniques to add effects.</p> <p>I can depict movement and perspective in drawings.</p> <p>I can use a variety of tools and select the most appropriate.</p>		<p><u>Clay Tile</u></p> <p>I plan and design a sculpture.</p> <p>I can use tools and materials to carve, add shape, add texture, and pattern.</p> <p>I can develop cutting and joining skills.</p>		<p><u>Collage Boat</u></p> <p>I can create a colour palette, demonstrating mixing techniques.</p> <p>I can use a range of paint to create visually interesting pieces.</p>
History			<p><u>The Mayans</u></p> <p>I can find out about the Mayan civilisation and describe the key features of the period, including attitudes, beliefs and the everyday lives of men, women and children.</p>		<p><u>The Vikings</u></p> <p>I can find out about Britain's settlement by Anglo Saxons.</p> <p>I can find out about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	

# Curriculum Intent: Year Group 5 Cycle A

			<p>I can begin to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can recognise when I am using primary and secondary sources if information to investigate the past.</p> <p>I can present, communicate and organise ideas from the past using detailed discussions and debates and different genres of writing.</p> <p>I can plan and present a self-directed project or research about the studied period.</p>		<p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>I can present, communicate and organise ideas from the past using detailed discussions and debates and different genres of writing.</p>
D.T.		<p><u>Cooking – empanadas</u></p> <p>I understand and can apply the principles of a healthy and varied diet.</p> <p>I can cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>I can complete detailed analysis of other products on the market.</p> <p>I can consider my design criteria and altar my plans, considering the views of others,</p> <p>I can evaluate my product against my original design criteria, making changes as needed.</p> <p>I can follow hygiene procedures.</p> <p>I can carefully select from a range of tools and equipment with growing confidence, explaining my choices.</p> <p>I can create a step-by step plan as a guide for making.</p>	<p><u>Computing – Valentine’s Day Microbit product.</u></p> <p>I can apply my understanding of computing to program, monitor and control my product.</p> <p>I can complete detailed analysis of other products on the market.</p> <p>I can consider my design criteria and altar my plans, considering the views of others,</p> <p>I can evaluate my product against my original design criteria, making changes as needed.</p> <p>I can carefully select from a range of tools and equipment with growing confidence, explaining my choices.</p> <p>I can select from a range of materials and components according to their functional</p>		<p><u>Catapults</u></p> <p>I can use mechanical systems in my products and explain how they work.</p> <p>I can consider my design criteria and altar my plans, considering the views of others,</p> <p>I can evaluate my product against my original design criteria, making changes as needed.</p> <p>I can carefully select from a range of tools and equipment with growing confidence, explaining my choices.</p> <p>I can select from a range of materials and components according to their functional properties and aesthetic qualities.</p> <p>I can create a step-by step plan as a guide for making.</p> <p>I can use a range of tools and equipment safely, appropriately and accurately.</p> <p>I can use a wide range of materials and components.</p> <p>I can measure and mark out to the nearest mm.</p>

# Curriculum Intent: Year Group 5 Cycle A

		<p>I can use a range of tools and equipment safely, appropriately and accurately.</p> <p>I can use a wide range of materials and components.</p> <p>I can cut, shape and score materials with precision and accuracy.</p> <p>I can assemble, join and combine materials and components with precision and accuracy.</p> <p>I can refine and finish using techniques to improve the appearance of my product.</p> <p>I can research to inform and develop a detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>I can use my knowledge of a broad range of existing products to help generate my ideas.</p> <p>I can design products which have a clear purpose and indicate the design features that will appeal to the intended user.</p> <p>I can explain how particular parts of my products work.</p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas.</p>	<p>properties and aesthetic qualities.</p> <p>I can create a step-by-step plan as a guide for making.</p> <p>I can use a range of tools and equipment safely, appropriately and accurately.</p> <p>I can use a wide range of materials and components.</p> <p>I can measure and mark out to the nearest mm.</p> <p>I can cut, shape and score materials with precision and accuracy.</p> <p>I can refine and finish using techniques to improve the appearance of my product.</p> <p>I can research to inform and develop a detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>I can use my knowledge of a broad range of existing products to help generate my ideas.</p> <p>I can design products which have a clear purpose and indicate the design features that will appeal to the intended user.</p> <p>I can explain how particular parts of my products work.</p> <p>I can use annotated sketches, cross-sectional drawings and exploded</p>			<p>I can cut, shape and score materials with precision and accuracy.</p> <p>I can refine and finish using techniques to improve the appearance of my product.</p> <p>I can research to inform and develop a detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>I can use my knowledge of a broad range of existing products to help generate my ideas.</p> <p>I can design products which have a clear purpose and indicate the design features that will appeal to the intended user.</p> <p>I can explain how particular parts of my products work.</p> <p>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate ideas.</p> <p>I can work in a broad range of relevant contexts.</p>
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# Curriculum Intent: Year Group 5 Cycle A

		I can work in a broad range of relevant contexts.	diagrams to develop and communicate ideas. I can work in a broad range of relevant contexts.			
<b>Music</b> Charanga	How does music bring us together?	How does it connect us?	How does music improve our world?	How does music teach us about community?	How does music shape our way of life?	How does music connect us?
<b>French</b>	<p><u>Mon Ami</u></p> <p><b>Reading</b> I can read and understand a range of familiar written phrases.</p> <p><b>Writing</b> I can write simple sentences and short texts using a model.</p> <p><b>Grammar</b> I can recognise and apply simple agreements (e.g. gender, singular, plural). I can use 3rd person singular of common verbs (il/elle s'appelle, il/elle habite).</p> <p><b>Phonics</b> I can identify specific sounds, phonemes and words</p>	<p><u>L'automne</u></p> <p><b>Writing</b> I can write simple sentences and short texts using a model.</p> <p><b>Grammar</b> I can recognise and apply simple agreements (e.g. gender, singular, plural). I can recognise the typical conventions of word order and compare with English and other languages spoken in the class. I can appreciate that some adjectives (grand &amp; petit) go before the noun and apply that knowledge when speaking and writing.</p>	<p><u>Le système solaire</u></p> <p><b>Listening</b> I can listen attentively and understand more complex phrases and sentences.</p> <p><b>Speaking</b> I can take part in a short conversation, using familiar vocabulary and structures. I can prepare a short presentation on a familiar topic.</p> <p><b>Reading</b> I can read and understand a range of familiar written phrases. I can read aloud, focusing on correct pronunciation and intonation.</p> <p><b>Writing</b> I can write simple sentences and short texts using a model.</p> <p><b>Grammar</b> I can recognise and apply simple agreements (e.g. gender, singular, plural).</p>	<p><u>Le Retour du printemps/La Famille de Zeus</u></p> <p><b>Speaking</b> I can understand and express opinions. I can prepare a short presentation on a familiar topic</p> <p><b>Reading</b> I can read and understand a range of familiar written phrases. I can read aloud, focusing on correct pronunciation and intonation.</p> <p><b>Writing</b> I can write simple sentences and short texts using a model. I can use a dictionary to find new words and check spellings.</p> <p><b>Grammar</b> I can understand and use negatives. Link to opinions. I can use conjunctions and fronted adverbials to create complex sentences (in speech &amp; writing).</p>	<p><u>Au café</u></p> <p><b>Listening</b> I can listen attentively and understand more complex phrases and sentences.</p> <p><b>Speaking</b> I can take part in a short conversation, using familiar vocabulary and structures. I can understand and express opinions</p> <p><b>Grammar</b> I can understand and use negatives. Link to opinions.</p>	

# Curriculum Intent: Year Group 5 Cycle A

			<p>I can recognise the typical conventions of word order and compare with English and other languages spoken in the class.</p> <p>I can appreciate that some adjectives (grand &amp; petit) go before the noun and apply that knowledge when speaking and writing.</p> <p>I can use conjunctions and fronted adverbials to create complex sentences (in speech &amp; writing).</p> <p><b>Phonics</b></p> <p>I can identify specific sounds, phonemes and words.</p>	<p>I can use 3rd person singular of common verbs (il/elle s'appelle, il/elle habite).</p> <p><b>Phonics</b></p> <p>I can identify specific sounds, phonemes and words.</p> <p>I can use knowledge of sound-spelling links to read and pronounce unfamiliar words.</p>	
<p>R.E.</p> <p>Wigan Syllabus</p>	<p><u>Life as journey</u></p> <p>1. To gain knowledge and understanding of the birth, initiation, marriage and funeral ceremonies in Christianity and other religious traditions. 2. To explain what a rite of passage is. 3. To identify the main events in a person's life that are marked by rites of passage. 4. To gain knowledge and understanding of the symbolism contained in a rite of passage. 5. To reflect on their own experiences of rites of passage both religious and secular. 6. To enable pupils to explore the idea of making promises, their importance in religious ceremonies and their impact on themselves and others.</p>	<p><u>Art &amp; architecture</u></p> <p>1. To gain knowledge and understanding of how religious beliefs can be expressed through art, architecture and poetry. 2. To give pupils the opportunity to explore their own spirituality through art and poetry. 3. To explore the use of music in worship and its significance. 4. To explore the architecture of places of worship and make links with religious beliefs and practices. 5. To explore the use and function of art and poetry in religion and</p>	<p><u>Easter</u></p> <p>1. To gain knowledge and understanding of the Easter story. 2. To enquire into stories about the resurrection of Jesus, identifying similarities and differences in the biblical accounts. 3. To be able to explain what is meant by the resurrection and its significance for Christians today. 4. To explore the concepts of betrayal, denial, doubt and sacrifice in the Easter story. 5. To identify and make links between the Easter story and the key Christian beliefs of sacrifice and forgiveness. 6. To reflect on the concept of sacrifice</p>	<p><u>5 pillars Islam</u></p> <p>1. To gain knowledge and understanding of the five pillars of Islam and how they impact on the lives of Muslim believers. 2. To explore the concept of duty in their own lives and the lives of religious believers. 3. To explain what Muslims believe with reference to the Shahada. 4. To be able to explain the practice of prayer in Islam and its importance. 5. To explore the concept of charity through the practice of Zakat and its importance in Islam. 6. To explain why Muslims fast during Ramadan. 7. To explain the Muslim duty of Hajj and</p>	<p><u>Jewish life &amp; worship</u></p> <p>1. To gain knowledge and understanding of Judaism. 2. To identify and explain a variety of Jewish artefacts. 3. To make links between the religious rules of the Torah and Jewish religious practice. 4. To gain knowledge and understanding of Jewish food rules. 5. To explain how Jewish food rules impact on Jewish daily life. 6. To research into the beliefs and practices associated with the Jewish Sabbath and their significance in Jewish life.</p>

# Curriculum Intent: Year Group 5 Cycle A

			how it is used to reflect religious beliefs and practices. 6. To explain why some religious traditions restrict the use of religious art. 7. To consider how culture can influence religious art. 8. Pupils to reflect on their own beliefs and values and express them through art and poetry	and forgiveness in the pupil's own life and experience. 7. To explain why Jesus is sometimes referred to as the lamb of God and how this links with the concept of sacrifice.	the reasons why Muslims complete this duty.	
P.E. Wigan Warriors	<u>Dance</u> I can create dances using patterns and movements. I can express feelings or ideas that suggested by the music. I can compose my own dances in a creative and imaginative way.	<u>Basketball</u> I can maintain control in team games when under pressure. I can develop a range of skills for attacking and defending in games. I can use running, jumping, throwing and catching in team games. I can develop technique and control in a range of activities.	<u>Gymnastics</u> I can show movements that are accurate, clear and consistent in gymnastics. I can control movements with increased balance, strength and flexibility. I can perform more complex moves with correct control and balance.	<u>Rugby</u> I can maintain control in team games when under pressure. I can develop a range of skills for attacking and defending in games. I can use running, jumping, throwing and catching in team games. I can develop technique and control in a range of activities.	<u>Outdoor Adventures</u> I can use maps and clues to take part in outdoor adventure challenges individually or within a team.	<u>Athletics</u> I can use control and accuracy in athletic activities. I can develop my techniques to help me improve. I can compare my performance to a previous one to say if I have improved.
S.R.E. Personal Development	<u>Physical health and Mental Wellbeing</u> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment <u>Families and Friendships</u>		<u>Media literacy and digital resilience.</u> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information <u>Respecting Ourselves and Others</u> To recognise that everyone should be treated equally Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own		<u>Money and Work</u> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, strengths and qualities, family, values the importance of diversity and inclusion to promote people's opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training <u>Keeping Safe</u> To identify when situations are becoming risky, unsafe or an emergency	

# Curriculum Intent: Year Group 5 Cycle A

	<p>what make a healthy relationship and how they make people feel included</p> <p>strategies to help someone feel included</p> <p>about peer influence and how it can make people feel or behave</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried or uncomfortable</p> <p><u>Belonging to a community.</u></p> <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>how to show compassion for the environment, animals and other living things</p> <p>about the way that money is spent and how it affects the environment</p> <p>to express their own opinions about their responsibility towards the environment</p>	<p>What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>To identify online bullying and discrimination f groups or individuals e.g. trolling and harassment</p> <p>The impact of discrimination on individuals, groups and wider society</p> <p>Ways to safely challenge discrimination</p> <p>How to report discrimination online</p> <p><u>Growing and changing</u></p> <p>how to identify external genitalia and reproductive organs</p> <p>about the physical and emotional changes during puberty</p> <p>key facts about the menstrual cycle and menstrual wellbeing</p> <p>strategies to manage the changes during puberty including menstruation</p> <p>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>how to discuss the challenges of puberty with a trusted adult</p> <p>how to get information, help and advice about puberty</p>	<p>To identify occasions where they can take responsibility for their own safety</p> <p>To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>How to deal with common injuries using basic first aid techniques</p> <p>How to respond in an emergency, including when and how to contact different emergency services</p> <p><u>Safe Relationships</u></p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>How to ask for, give and not give permission for physical contact</p> <p>How it feels in a person's mind and body when they are uncomfortable</p> <p>That it is never someone's fault if they have experiences unacceptable contact</p> <p>How to respond to unwanted or unacceptable physical contact</p> <p>That no one should ask them to keep a secret they are worried about</p> <p>Whom to tell if they are concerned about unwanted physical contact</p>			
<p><b>Computing</b></p> <p>See ilearn2 Y5 Units</p>	<p>App Design</p> <p>Computer Networks and the Internet</p>	<p>Data Handling</p>	<p>Operating Systems</p> <p>Programming in Scratch</p>	<p>Text Based Programming</p>	<p>Physical Devices (Microbits)</p> <p>E-Safety</p> <p>Typing</p>	<p>E Book Creation</p> <p>Music Creation</p>
P4C	<p>Links to palm oil / destruction of habitats.</p> <p>Is it better to be good at maths or music?</p>	<p>Poverty and Fairness</p> <p>Why might some countries not agree with gay marriage?</p>	<p>'Amulet' Museum Ownership</p> <p>Why might men and boys be more vulnerable?</p>	<p>Invasion 'conquistadors'</p> <p>Why might some people become bullies?</p>	<p>Migration</p> <p>What makes a person a British person?</p>	<p>Are the Vikings misunderstood?</p> <p>Is it fair for disabled people to be treated more favourably than able-bodied people?</p>