

Year 5 Curriculum

	Autumn 1- 6 weeks	Autumn 2- 7 weeks	Spring 1- 6 weeks	Spring 2- 6 weeks	Summer 1- 5 weeks	Summer 2- 7 weeks	
Context	Ancient Greeks (H)	Fairtrade (G)	Earth and Space (S)	Coasts and Rivers (G)	Living things and their habitats (S)	Islamic Civilisation (H)	
Texts	Orchard Greek Myths Mythologica	Off Side Fairtrade	Where We Once Stood A Galaxy of her Own The Sea of Tranquillity Moon	Journey to River Sea Floodland	Sky Dancer Migration	1001 Islamic Inventions	
Fluency	<ol style="list-style-type: none"> Count forward and backwards from any number in 1s, 10s, 100s, 1,000s, 10,000s, 100,000s into negative numbers Count forward and backwards in powers of ten into decimals alongside revisiting counting in 50s & 25s Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Revise number bonds to ten/ hundreds/ thousands Unit 5.4 Addition and Subtraction Adding and subtracting numbers mentally <ol style="list-style-type: none"> add and subtract numbers mentally with increasingly large numbers 		<ol style="list-style-type: none"> Factor pairs for known multiplication facts Identify and recall square numbers up to 12 x12. Form an equivalent calculation, e.g. to multiply by 5, multiply by 10, then halve; to multiply by 20, double, then multiply by 10 Use knowledge of doubles/ halves and understanding of place value, e.g. when multiplying by 50 multiply by 100 and divide by 2 <p>1. Apply addition, subtraction, multiplication and division knowledge to solving missing number problems</p>		<ol style="list-style-type: none"> Sums and differences of decimals, e.g. 6.5 + 2.7, 7.8 – 1.3 What must be added to a decimal with units and tenths to make the next whole number Convert time between hours and minutes; minutes and seconds; years and months; weeks to days <ol style="list-style-type: none"> Recall factor pairs to 100 Recall of decimal and percentage equivalence: ½, ¼, 2/4, ¾, 1/5, 2/5, 3/5, 4/5 		
Reading	<p>Reading - word reading Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Reading - comprehension Pupils should be taught to: maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p>						
Writing	<p>Writing - transcription Spelling - see English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus</p> <p>Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task</p>						

Year 5 Curriculum

Writing - composition
Pupils should be taught to:
plan their writing by:
identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
noting and developing initial ideas, drawing on reading and research where necessary
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
draft and write by:
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
precising longer passages
using a wide range of devices to build cohesion within and across paragraphs
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
evaluate and edit by:
assessing the effectiveness of their own and others' writing
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
ensuring the consistent and correct use of tense throughout a piece of writing
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
proofread for spelling and punctuation errors
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation
Pupils should be taught to:
develop their understanding of the concepts set out in English appendix 2 by:
recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
using passive verbs to affect the presentation of information in a sentence
using the perfect form of verbs to mark relationships of time and cause
using expanded noun phrases to convey complicated information concisely
using modal verbs or adverbs to indicate degrees of possibility
using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
learning the grammar for years 5 and 6 in English appendix 2
indicate grammatical and other features by:
using commas to clarify meaning or avoid ambiguity in writing
using hyphens to avoid ambiguity
using brackets, dashes or commas to indicate parenthesis
using semicolons, colons or dashes to mark boundaries between independent clauses
using a colon to introduce a list
punctuating bullet points consistently
use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Phonics	Word endings which sound like /shus/ Spellings <cious> <tious> <scious>	Adding suffixes beginning with vowel letters to words ending in -fer	Week 26 /ay/ /ee/ spelling Week 27 /ie/ /oo/ /oe/ /sh/ /ch/ /zh/ /th/
	Word endings which sound like /shul/ Spellings <cial> <tial> Words ending in <ant> <ance> <ancy> <ent> <ence> <ency> Words ending in -able and -ible Words ending in -ably and -ibly (root words & -tion suffix) Words ending in -able and -ible Words ending in -ably and -ibly (able) or (ably) Words ending in -able and -ible Words ending in -ably and -ibly (ible) or (ibly) Consolidating and comprehension of words ending in able - ible	Use of the hyphen when adding co Words with the /i:/ sound spelt ei after c Words containing the letter-string ough <bt> spelling /t/ <st> spelling of /s/ <is> spelling of /ie/ <mb> and <mn> spelling /m/ <kn> spelling /n/ <wr> spelling /r/	Week 28 /ue/ /i/ /o/ /u/ /ear/ Week 29 / ure/ or/ /air/ /er/ Week 30 /k/ /f/ /g/ /j/ /l/ /v/ /w/ /z/ Week 31 /m/ /p/ /r/ /s/ /t/ Week 32 Suffix al Week 33 Suffix cy Week 34 Prefix dis and mis Week 35 Suffix ly Week 36 and 37 Prefix ir and il

Maths	Know that 10 thousands are equivalent to 10 thousand, 10, 10 thousands are equivalent to 100 thousand, and that 10, 100 thousands are equivalent to 1,000,000	Unit 5.3 Decimals, Equivalence and Rounding Understanding thousandths recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Unit 5.3 Decimals, Equivalence and Rounding Comparing numbers (up to 3 d.p.) read, write, order and compare numbers with up to three decimal places	Unit 5.2 Drawing, Measuring and Estimating Angles Understanding degrees as a measure on angle Drawing and measuring angles know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o) Unit 5.2 Drawing, Measuring and Estimating Angles	Unit 5.7 Long Multiplication Multiplying and dividing mentally from known facts multiply and divide numbers mentally drawing upon known facts Using long multiplication and other written methods 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	Unit 5.10 Solving Problems with Measures and Time Converting between units of metric measure convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; millimetre; gram and kilogram; litre and millilitre) Using approximate metric and imperial equivalences understand and use approximate equivalences between metric units and	Unit 5.12 Metric Measurements in Shapes Working with the perimeter of composite rectilinear shapes measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Using standard units to compare areas of rectangles and estimate areas of irregular shapes calculate and compare the area of rectangles (including squares), and including using standard
	Recognise the place value of each digit in five-digit numbers, and compose and decompose five-digit numbers using standard and nonstandard partitioning					

Year 5 Curriculum

<p>equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p> <p>Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning</p> <p>See place value unit overview read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Unit 5.1 Large and Negative Numbers in Different Formats</p> <p>Order and Compare Numbers up to 1 Million</p> <p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Rounding to the nearest 10, 100, 1000, 10000 or 100000</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Unit 5.1 Large and Negative Numbers in Different Formats</p> <p>Interpreting negative numbers in context</p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>Unit 5.1 Large and Negative Numbers in Different Formats</p> <p>Reading Roman numerals to 1000</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman</p> <p>Solving number problems with numbers up to one million</p> <p>solve number problems and practical problems that involve all of the</p>	<p>Unit 5.3 Decimals, Equivalence and Rounding</p> <p>Multiplying and dividing decimals by 10, 100 and 1000</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Unit 5.3 Decimals, Equivalence and Rounding</p> <p>Rounding to the nearest whole number or one decimal place</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place Unit 5.4 Addition and Subtraction</p> <p>Adding and subtracting using formal methods (more than 4 digits)</p> <p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Unit 5.4 Addition and Subtraction</p> <p>Solving multi-step addition and subtraction problems</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solving problems with numbers up to three decimal places solve problems involving number up to three decimal places</p>	<p>Identifying angles at a point, on a straight line or in a right angle</p> <p>identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o</p> <p>Unit 5.5 Reflection and translation</p> <p>Finding the position of a shape following a reflection or translation</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>Unit 5.6 Primes, Factors, Squares and Cubes</p> <p>Finding factor pairs, common factors and common multiples</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Understanding prime factors and composite numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Determining whether a number is prime (up to 100) establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognising square and cube numbers recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p>	<p>5.8 - Solving Problems Using the Four Operations</p> <p>Using short division</p> <p>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>5.8 - Solving Problems Using the Four Operations</p> <p>Solving multiplication and division problems involving multiples, factors, squares and cubes</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Understanding the equals sign in problems with the four operators</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 5.8 - Solving Problems Using the Four Operations</p> <p>Solving multiplication and division problems involving fractions, scaling and rates</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>Using rounding to check answers to a suitable degree of accuracy</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Unit 5.9 Using Information from Graphs, Tables and Timetables</p> <p>Solving problems with data given from line graphs</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p>	<p>common imperial units such as inches, pounds and pints</p> <p>Unit 5.10 Solving Problems with Measures and Time</p> <p>Solving problems involving converting between units of time</p> <p>solve problems involving converting between units of time</p> <p>Solving problems involving measure including decimals and scaling</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Unit 5.11 Solving Problems with Fractions</p> <p>Comparing and ordering fractions (denominators multiples of same number)</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <p>Using visual methods and number lines to identify equivalent fractions</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Unit 5.11 Solving Problems with Fractions</p> <p>Recognising and converting between mixed numbers and improper fractions</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 1/5$] Unit 5.11 Solving Problems with Fractions</p> <p>Adding and subtracting fractions (denominators multiples of same number)</p>	<p>units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Beginning to work with volume</p> <p>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Unit 5.13 Fractions and their Decimal and Percentage Equivalents Recognising per cent (%) as parts per hundred and writing percentages as a decimal fractions 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, and as a decimal</p> <p>Unit 5.13 Fractions and their Decimal and Percentage Equivalents Solving problems using percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those with a denominator of a multiple of 10 or 25 solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25. 5.14 - Identifying Shapes Using the properties of rectangles use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguishing between regular and irregular polygons distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Identifying 3-D shapes from 2-D representations identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p>
--	--	--	--	---	--

Year 5 Curriculum

	<p>above</p> <p>Unit 5.3 Decimals, Equivalence and Rounding</p> <p>Reading and writing decimal numbers as fractions</p> <p>read and write decimal numbers as fractions [for example, 0.71 = 71/100]</p>			<p>Unit 5.9 Using Information from Graphs, Tables and Timetables</p> <p>Working with information in tables (including timetables)</p> <p>complete, read and interpret information in tables, including timetables.</p>	<p>add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>Unit 5.11 Solving Problems with Fractions</p> <p>Multiplying proper fractions and mixed numbers by whole numbers</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	
Science	<p><u>Animals including Humans</u></p> <p>Describe the changes as humans develop to old age.</p>	<p><u>Properties of materials</u></p> <p>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>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ☒</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ☒</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ☒</p>	<p><u>Earth and Space</u></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ☒</p> <p>Describe the movement of the Moon relative to the Earth ☒</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies ☒</p> <p>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>Forces</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ☒</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ☒</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><u>Living things and their Habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ☒</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Raise questions about local habitats.</p> <p>Describe life process of reproduction in plants and animals.</p> <p>Find out about difference types of reproduction in plants and animals</p> <p>Plants: Reproduction in plants, including sexual and asexual</p> <p>Find out about work of naturalists and animal behaviourists.- David Attenborough</p>	<p><u>Changes of materials</u></p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes ☒</p> <p>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>
History	<p><u>Ancient Greeks</u></p> <p>Who were they? Timeline – chronology Democracy – Intro Democracy in Ancient Greek Building a Democracy</p>					<p><u>Islamic Civilisation</u></p> <p>A timeline including prior learnt events.</p> <p>A study of a non-European society that provides a contrast with British history – early Islamic civilisation including a study of Baghdad c. AD 900.</p>
Geography	<p><u>Geographical Skills and Fieldwork</u></p> <p>To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p><u>Locational & Place Knowledge</u></p> <p>To locate the main countries in North America and locate and name principal cities.</p> <p>To identify the position and significance of latitude/longitude and the Greenwich Meridian.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p><u>Human and Physical Geography</u></p> <p>To describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>

Year 5 Curriculum

		<p>To compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>To describe and understand fair/unfair distribution of resources (Fairtrade)</p> <p>Brazil, Colombia</p>		Amazon	<p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Collect and record evidence unaided</p>	
Art	<p>A1: Ancient Greeks 3D: Figurative sculpture Textiles: Fabric exploration</p>			<p>Sp2: Coasts and Rivers Painting: Landscapes Collage: Layering of media</p>		<p>Su2: Islamic Civilisation Drawing: Developing a pattern Printing: Block printing</p>
D&T		<p><u>A2: Fair Trade</u> Food and Nutrition Where food comes from, fair trade To make a Fairtrade biscuit</p>	<p><u>Sp1: Earth and Space</u> Electrical System Simple circuits and switches (including program and control) To make a space inspired night light</p>		<p><u>Su1: Living Things</u> Resistant Materials Cutting and joining different sheet materials, also includes cam mechanism To make an animal inspired moving toy</p>	
Computing	<p>Digital Literacy Know and understand the online safety policy of the school.</p> <p>To understand the need to keep personal information and passwords private, and know how to choose a secure password.</p> <p>To understand appropriate and inappropriate use of the Internet including excessive use.</p> <p>Understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others</p>	<p>Information Technology Combine a variety of software to accomplish given goals</p> <p>Select, use and combine software on a range of digital devices</p> <p>Analyse data</p> <p>Evaluate data</p> <p>Design and create systems</p>	<p>Computer Science Design programs that accomplish specific goals</p> <p>Design and create programs</p> <p>Debug programs that accomplish specific goals</p> <p>Use repetition in programs</p> <p>Control or simulate physical systems</p> <p>Use logical reasoning to detect and correct errors in programs</p> <p>Understand how computer networks can provide multiple services, such as the World Wide Web</p> <p>Appreciate how search results are selected</p>	<p>Digital Literacy Recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</p> <p>Understand the opportunities computer networks offer for collaboration.</p>	<p>Information Technology Combine a variety of software to accomplish given goals</p> <p>Select, use and combine software on a range of digital devices</p> <p>Analyse data</p> <p>Evaluate data</p> <p>Design and create systems</p>	<p>Computer Science Design programs that accomplish specific goals</p> <p>Design and create programs</p> <p>Debug programs that accomplish specific goals</p> <p>Use repetition in programs</p> <p>Control or simulate physical systems</p> <p>Use logical reasoning to detect and correct errors in programs</p>
PSHE	<p><u>What makes a healthy and happy relationship?</u> To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p>	<p><u>What is discrimination?</u> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>To recognise and manage 'dares'</p> <p>MHEW: To identify what discrimination is.</p> <p>To explain the different types of discrimination.</p> <p>To list the negative impacts of</p>	<p><u>How can we keep ourselves safe?</u> To differentiate between the terms, 'risk', 'danger', and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p><u>How do I keep myself safe online?</u> To understand strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>To understand the responsible use of mobile phones: safe keeping</p>	<p><u>What makes a community?</u> To learn what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>MHEW: To explain what the</p>	<p><u>How can I affect change in my community?</u> To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>MHEW:</p>

Year 5 Curriculum

	<p>To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>MHEW: To identify the differences between a healthy and unhealthy relationship.</p> <p>To recognise my own healthy relationships and how this has impacted my MHEW.</p> <p>To reflect on times, I have experienced unhealthy relationships and the impact they had upon my MHEW.</p> <p>To discuss how self-worth is effected by positive and negative relationships.</p>	<p>discrimination/teasing upon our MHEW.</p> <p>To practice recognising discriminative behaviour.</p> <p>To practice asking for help if I need it.</p> <p>To practice ways to respond in a positive way to discrimination.</p>	<p>To understand strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety</p> <p>MHEW: To identify what a risky behaviour is.</p> <p>To discuss reasons why people pursue risk.</p> <p>To explain how this behaviour links to our mental health.</p> <p>To reflect on my own risky behaviour.</p> <p>To practice asking for help if I need it.</p>	<p>(looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>MHEW: To identify what a risky behaviour is.</p> <p>To discuss reasons why people pursue risk.</p> <p>To understand the risks associated with distributing images of myself.</p> <p>To explain how this behaviour links to our mental health.</p> <p>To reflect on my own risky behaviour.</p> <p>To practice asking for help if I need it.</p>	<p>difference between my rights and responsibilities are.</p> <p>To identify what laws are in place to protect my MHEW.</p> <p>To identify what responsibilities I have for my own MHEW.</p>	<p>To identify issues related to MHEW.</p> <p>To locate relevant information to this.</p>
RE	<p><u>Hinduism</u> Family life and festivals</p>	<p><u>Sikhism</u> Family life and festivals</p>	<p><u>Islam</u> Sacred texts</p>	<p><u>Christianity</u> Sacred texts Easter: Events of Holy Week</p>	<p><u>Judaism</u> Key figures (Esther)</p>	<p><u>Buddhism</u> Family life and festivals</p>
PE	<p>Invasion Games: Hockey: Tactics, Dribbling, 2v2 matches, Conditioned Games.</p>	<p>Net Games: Focus: Volleyball: Keeping a ball up on own and in groups, rules, serves.</p>	<p>Striking & Fielding Games: Focus: Rounders: Batting, rules, bowling, bases. How, Why, When?</p>	<p>Invasion Games: Netball: Keeping Possession of Netball, visiting each third, marking and intercepting.</p>	<p>Striking & Fielding Games: Cricket: Batting, Introduction to Bowling, applied fielding techniques.</p>	<p>Invasion Games: Rugby: Tag Rugby, Rules, Applied conditioned matches, scoring a Try to finish.</p>
Trips/Whole school activities			<p>Visit from police, fire officer, lifeboat or network rail. (FREE)</p> <p>Hersmonceux Science Centre</p>	<p>Trip to the beach to look at the coast line/erosion. (FREE)</p>	<p>Map Skills – www.activeoutdoorscovery.com</p>	<p>Visit to Buddhist Centre in Brighton (LOW COST)</p>