

## Year 5 Curriculum – The Mead Academy Trust

Art and Design	
<b>Drawing and using sketchbooks</b>	<ul style="list-style-type: none"> <li>Developing independent use of a sketchbook, to collect and record visual information, using the work of artists as stimulation</li> <li>Work from a variety of sources including observation and digital images in a sustained way</li> <li>Continue to develop drawing techniques to support their use of lines, tone, form, texture and perspective</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Use the work of an artist as a starting point to develop own original painting after completing supported preliminary studies</li> <li>Develop deeper understanding of complementary colours</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>Shape, form, model and construct from observation and imagination</li> <li>Develop skills in clay using slabs, coils, slips etc</li> <li>Plan a sculpture through drawings and other preparatory work</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Research and explore a variety of techniques to develop an idea for printing</li> <li>Create a mono print from research</li> <li>Use different techniques (applique) to express creativity</li> </ul>
<b>Digital media</b>	<ul style="list-style-type: none"> <li>Become aware of photography as an art form</li> <li>Start to develop awareness of moods, emotions and feelings in photography</li> <li>Manipulates own photography in a graphics program to create a piece of artwork</li> </ul>
Computing	
<b>Programming</b>	<ul style="list-style-type: none"> <li>Create precise and accurate sequences of instructions using a variety of visual tools.</li> </ul>
<b>Inputs and Outputs</b>	<ul style="list-style-type: none"> <li>Change variables within models</li> <li>Predict and explain the impact</li> </ul>
<b>Sensors</b>	<ul style="list-style-type: none"> <li>Use controls that sense a change and can cause an outcome</li> </ul>
<b>Debugging</b>	<ul style="list-style-type: none"> <li>Debug a program that has been written to achieve a specific goal</li> </ul>
<b>Networks</b>	<ul style="list-style-type: none"> <li>Describe different services provided by the internet and how information moves around the internet</li> </ul>
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>Use hyperlinks to access relevant content stored locally and online</li> <li>Develop more advanced search skills</li> <li>Use a variety of software and devices to create a digital content with a specific purpose</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Know the strategies that can be used to prevent cyber bullying and recognise acceptable/ unacceptable online behaviours</li> </ul>
<b>Communicating and collaborating online</b>	<ul style="list-style-type: none"> <li>Use appropriate tools to collaborate and communicate on the internet</li> </ul>
<b>Personal Information</b>	<ul style="list-style-type: none"> <li>Understand that websites, social networks and apps have privacy and security settings, which keep users safe</li> </ul>
Dance	
<b>Skills and Techniques</b>	<ul style="list-style-type: none"> <li>Develop and apply a wider range of actions, levels, direction, speed and quality of movement to link together as a sequence</li> <li>Perform longer movement sequences showing developing fluency between actions</li> </ul>
<b>Choreography</b>	<ul style="list-style-type: none"> <li>Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns.</li> <li>Be able to respond to a range of stimuli and accompaniment.</li> <li>Be able to compose and choreograph work that is artistic and aesthetic in nature.</li> </ul>
<b>Evaluating and Appraising</b>	<ul style="list-style-type: none"> <li>Be able to determine success criteria relating to the development of their performance using key words related to their activity.</li> <li>Evaluate their own and others' performance and ask relevant questions in order to improve and make progress.</li> </ul>
<b>Dance History</b>	<ul style="list-style-type: none"> <li>Perform and develop an appreciation of movement from different traditions, times and places.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.</li> <li>Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose.</li> </ul>
Design Technology	
<b>Design</b>	<ul style="list-style-type: none"> <li>Using research to develop functional, innovative designs aimed at particular groups or individuals</li> <li>Generate and develop ideas through annotated sketches, beginning to create cross-section sketches also incorporating computing skills using CAD (Computer Aided Design)</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>Select from a wider range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing, focussing more on accuracy</li> <li>Select from a range of materials and components, including construction materials and textiles according to their functional and aesthetic qualities</li> </ul>
<b>Test and evaluate</b>	<ul style="list-style-type: none"> <li>Research, investigate and analyse existing products, communicating their opinions through discussion.</li> <li>Test and evaluate their ideas and products against the design criteria and consider how they could improve their work</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflect and carry out adaptations necessary, re-test</li> <li>• Begin to understand how key events in design and technology have helped shape the world</li> </ul>
<b>Technical knowledge</b>	<ul style="list-style-type: none"> <li>• Explore ways to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand the advantages of implementing mechanical systems in their products that include gears, pulleys, cams, levers and linkages</li> <li>• Incorporate a circuit into their product that includes several components such as a bulb, motor, switch and buzzer</li> <li>• Apply their understanding of computers to program and control their own products</li> <li>• Begin to monitor their success</li> </ul>
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Understand where our food comes from and the process it goes through to reach us (farm to fork)</li> </ul>
<b>Drama and Performance</b>	
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of plays</li> <li>• Prepare plays to read aloud and to perform; showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience</li> <li>• Perform a scripted scene making use of dramatic conventions</li> <li>• Use theatrical effects in drama</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Reflect on how working in role helps to explore complex issues</li> </ul>
<b>Education for Sustainable Development</b>	
<b>Energy, water and transport</b>	<ul style="list-style-type: none"> <li>• Investigating energy usage in our school and in our homes.</li> <li>• How big is your carbon footprint?</li> <li>• Use data collection on energy usage in Maths lessons – data analysis</li> <li>• To fly or not to fly? (see link with Global Citizenship)</li> </ul>
<b>Food and health</b>	<ul style="list-style-type: none"> <li>• Food vulnerability around the world. Why are people hungry and others not?</li> <li>• Food: growing, cooking and eating root vegetables</li> </ul>
<b>Waste</b>	<ul style="list-style-type: none"> <li>• Packaging- how can we reduce the amount of packaging we dispose of? Can we design new ways for wrapping and carrying?</li> </ul>
<b>School grounds and biodiversity</b>	<ul style="list-style-type: none"> <li>• Investigating and maintaining pest control within the vegetable gardens using organic methods</li> </ul>
<b>Global Citizenship</b>	<ul style="list-style-type: none"> <li>• Responsible and eco-tourism. What is the true cost of your holiday to the environment and the community?</li> <li>• Establish a link with a school in North/South America (link with Geography)</li> </ul>
<b>English</b>	
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>
<b>Word reading</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: <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 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</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> </li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>○ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ Asking questions to improve their understanding</li> <li>○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</li> </ul> </li> </ul>

	<p>and justifying inferences with evidence</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 one 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> <li>○ 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</li> <li>○ 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</li> </ul>
<p><b>Writing transcription</b></p>	<ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand the guidance for adding them</li> <li>● Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>● Continue to distinguish between homophones and other words which are often confused</li> <li>● 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</li> <li>● Use dictionaries to check the spelling and meaning of words</li> <li>● Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>● Use a thesaurus</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>● Write legibly, fluently and with increasing speed by: <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> </li> </ul>
<p><b>Writing composition</b></p>	<ul style="list-style-type: none"> <li>● Plan their writing by: <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 their own</li> <li>○ Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>● Draft and write by: <ul style="list-style-type: none"> <li>○ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ Précising longer passages</li> <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> </li> <li>● Evaluate and edit by: <ul style="list-style-type: none"> <li>○ Assessing the effectiveness of their 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> <li>○ Proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>
<p><b>Vocabulary, grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ Using passive verbs to affect the presentation of information in a sentence</li> <li>○ Using the perfect form of verbs to mark relationships of time and cause</li> <li>○ Using expanded noun phrases to convey complicated information concisely</li> <li>○ Using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>○ Learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>● Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ Using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ Using hyphens to avoid ambiguity</li> <li>○ Using brackets, dashes or commas to indicate parenthesis</li> <li>○ Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ Using a colon to introduce a list</li> <li>○ Punctuating bullet points consistently</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
<p><b>Geography</b></p>	

<b>Location knowledge</b>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features understand how some of these aspects have changed over time               <ul style="list-style-type: none"> <li>Features to cover: hills, mountains, coasts and rivers, and land-use patterns</li> </ul> </li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region within North or South America</li> </ul>
<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes, and the water cycle</li> </ul>
<b>Geographical skills and Field Work</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>To use six figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>History</b>	
<b>British History</b>	<ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>
<b>World History</b>	<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British History</li> </ul>
<b>Chronological understanding and vocabulary</b>	<ul style="list-style-type: none"> <li>Use dates and historical language in their work</li> <li>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> <li>Use mathematical skills to work out exact time scales and differences as need be</li> <li>Create timelines which outline the development of specific features, such as medicine;</li> <li>weaponry; transport, etc.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Pose and answer their own historical questions</li> <li>Test out a hypothesis in order to answer a question</li> <li>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> </ul>
<b>Historical perspective and contexts (knowledge and interpretation)</b>	<ul style="list-style-type: none"> <li>Refer back to timeline</li> <li>Compare and contrast features of previously learned period of history with period of time being studied and own life</li> <li>Describe historical events from the different period/s they are studying/have studied</li> <li>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>Appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed</li> </ul>
<b>Maths</b>	
<b>Counting and The Number System</b>	<ul style="list-style-type: none"> <li>Understand numbers and their place value to 1 000 000</li> <li>Represent numbers to 1 000 000 using number discs and place-value charts</li> <li>Compare numbers to 1 000 000 using their knowledge of place value in addition to bar model supports to assist them</li> <li>Make number patterns and rounding numbers to the nearest 10, 1000, 10 000 and 100 000</li> <li>Identify and use Roman numerals</li> <li>Apply knowledge of Roman numerals to real-world scenarios</li> </ul>
<b>Number Facts and Calculation</b>	<ul style="list-style-type: none"> <li>Explore addition and subtraction of numbers to 1 000 000</li> <li>Use multiple key methods, such as the column method and number bonds to add and subtract numbers</li> <li>Multiply and divide 3- and 4-digit numbers by single- and double-digit numbers</li> <li>Find and define multiples and factors and common factors</li> <li>Begin to work with prime numbers and determine what makes a number prime or composite</li> <li>Work with square and cube numbers</li> <li>Multiply by 10, 100 and 1000</li> <li>Divide giving rise to remainders using multiple methods, including number bonds, long and short division</li> <li>Solve word problems that involve multiple steps and a variety of operations</li> <li>Represent key information using bar models</li> </ul>
<b>Fractions, decimals and percentages</b>	<ul style="list-style-type: none"> <li>Divide whole numbers by whole numbers, giving rise to fractions</li> <li>Show improper fractions and mixed numbers using pictures</li> <li>Find equivalent fractions</li> <li>Compare and order fractions</li> <li>Add fractions, with a focus on fractions with different denominators and fractions that create improper fractions and mixed numbers</li> <li>Subtract fractions that are different, finding common denominators and subtracting mixed numbers and improper fractions</li> <li>Multiply fractions by whole numbers and multiply mixed numbers by whole numbers</li> <li>Solve word problems involving fractions that require multiple steps and bar model representations</li> <li>Turn decimals into fractions</li> <li>Convert fractions to hundredths, both by expanding fractions and by simplifying them</li> <li>Explore decimals</li> <li>Read and write decimal numbers</li> <li>Compare decimal numbers to find which is greater and smaller</li> <li>Add and subtract decimals</li> <li>Round decimals to the nearest whole number and decimal position</li> </ul>

	<ul style="list-style-type: none"> <li>Compare quantities and expose percentage as an amount out of 100</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>Read and interpret information in tables and in line graphs</li> <li>Construct line graphs that have more than 1 data set to represent</li> <li>Know the names and qualities of acute, right, obtuse and reflex angles</li> <li>Measure and draw angles using a protractor</li> <li>Investigating angles on a line and at a point</li> <li>Investigate the angles of various quadrilaterals, including squares and rectangles</li> <li>Solve problems involving angles</li> <li>Investigate regular polygons</li> <li>Name and plot points on a grid</li> <li>Describe the movement of a shape on a grid as the first step in describing reflections</li> <li>Look at and describing reflections across a mirror line</li> <li>Explore the measurement of mass, temperature, time and length</li> <li>Convert units of length and mass including converting imperial measures to metric measures</li> <li>Look at units of time in days, weeks, months, years; and then in seconds, minutes and hours</li> <li>Use a vertical number line (thermometer) to measure temperature</li> <li>Find the perimeter of a polygon constructed from other polygons</li> <li>Construct shapes with the same perimeter, but a different area</li> <li>Explore scale diagrams to determine the perimeter of shapes</li> <li>Calculate the area of not 'regular polygons'</li> <li>Measure area in a variety of ways, determining the area of shapes from familiar shapes and using estimation to support their understanding</li> <li>Find the volume of solids</li> <li>Convert units of volume</li> <li>Solve word problems involving volume</li> </ul>
<b>Music</b>	
<b>Singing skills</b>	<ul style="list-style-type: none"> <li>Increasing singing skills by showing an awareness of good breath control, posture, diction and intonation when singing together. Increasing the repertoire of songs from different cultures</li> </ul>
<b>Performing skills and knowledge of musical instruments</b>	<ul style="list-style-type: none"> <li>Increasing complexity of musical performance</li> <li>The ability to perform a rhythmic and melodic ostinato as part of a musical presentation</li> <li>Developing skills to understand how sounds are made on different instruments and have evolved through history – OAE</li> <li>Developing performance musical skills by playing the steel pans</li> </ul>
<b>Improvising and composing skills</b>	<ul style="list-style-type: none"> <li>Improvising melodic and rhythmic phrases as part of a group performance</li> <li>Developing more complex composing skills linking to other curriculum areas. An ability to choose and create sounds expressively and with control</li> </ul>
<b>Listening to music and appraising performances</b>	<ul style="list-style-type: none"> <li>Developing ability to identify musical elements within a piece of music</li> <li>Developing an understanding of what makes a successful performance or composition</li> </ul>
<b>Understanding musical notation</b>	<ul style="list-style-type: none"> <li>Further development of reading staff notation through steel pan groups</li> <li>On-going skills using graphic and traditional notation</li> </ul>
<b>Outdoor Learning</b>	
<b>Smarter</b>	<ul style="list-style-type: none"> <li>Use the outdoor environment to support specific units of learning across the curriculum at least three times a year               <ul style="list-style-type: none"> <li>Science- Describe the life process of reproduction in some plants and animals</li> <li>Geography- Using maps and atlases</li> </ul> </li> </ul>
<b>Gardening</b>	<ul style="list-style-type: none"> <li>Plant a selection of root vegetables (potatoes, carrots, parsnips) in the school grounds and poly-tunnels and be responsible for looking after them</li> </ul>
<b>Safer and stronger</b>	<ul style="list-style-type: none"> <li>To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 2 in Term 4)</li> </ul>
<b>Greener</b>	<ul style="list-style-type: none"> <li>Visit the local woods to explore and learn at least three times in the year</li> </ul>
<b>Survival skills</b>	<ul style="list-style-type: none"> <li>Use natural and man- made materials to build shelters suitable for all weathers. Learn different ways to tie knots</li> </ul>
<b>PE</b>	
<b>Physical Literacy</b>	<ul style="list-style-type: none"> <li>Through badminton, basketball, cricket, football, hockey, netball, rounders, tennis, athletics, gymnastics combine balance, agility co-ordination movements making adjustments and adaptations when performing in different contexts</li> <li>Jump, catch, throw, run and use equipment: Select and perform appropriately in response to the sporting situation.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>Swim confidently over a distance of at least 40 metres</li> <li>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</li> <li>Wearing clothes, confidently swim to a floating object and hold on</li> </ul>
<b>Competing</b>	<ul style="list-style-type: none"> <li>Direct Competition: Compete against each other on a shared playing area with no contact</li> <li>Change tactics, rules or tasks to make activities more fun or challenging</li> <li>Stay calm and control my emotions during and after competing</li> </ul>
<b>Healthy, safe and</b>	<ul style="list-style-type: none"> <li>Explain why regular exercise is good for my long term health and fitness</li> </ul>

<b>active lifestyles</b>	<ul style="list-style-type: none"> <li>Regularly engage in a range of physical enrichment activities. (E.g. sports clubs)</li> </ul>
<b>Improving performance</b>	<ul style="list-style-type: none"> <li>Identify specific parts of performance to improve and design ways to do this</li> </ul>
<b>PSHEE</b>	
<b>Drug Education</b>	<ul style="list-style-type: none"> <li>Knows that alcohol is a drug</li> <li>Understands the term addiction</li> </ul>
<b>Sex and relationships Education</b>	<ul style="list-style-type: none"> <li>Explores the impact of puberty on the body and the importance of physical hygiene</li> <li>Explore emotional and physical changes during puberty</li> </ul>
<b>Wellbeing and safety</b>	<ul style="list-style-type: none"> <li>Takes responsibility for their safety and begins to take responsibility for others</li> </ul>
<b>Financial Capability</b>	<ul style="list-style-type: none"> <li>Can explain how people manage their money</li> <li>Helps organise an enterprise activity</li> <li>Considers how to save up for an item and how to restrict spending to do so</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>Can support others in managing situations</li> <li>Applies and positively influences others with the school rule and charters</li> <li>Facilitates positive change within the school</li> <li>Elects and votes for a school councillor. Begins to understand democracy and its impact</li> </ul>
<b>Religious Education</b>	
<b>Special People</b>	
<b>Special Places</b>	<p><u>How do people express their ideas about God?</u></p> <ul style="list-style-type: none"> <li>Suggest meanings for a range of forms of religious expression</li> <li>Apply their ideas relating to their study of religion and belief to their own and other people's lives</li> </ul>
<b>Special Times</b>	<p><u>Why do people believe in life after death?</u></p> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences</li> <li>Raise and suggest answers to questions and issues raised by belief and religion</li> </ul>
<b>Being Special</b>	<p><u>Values – what matters most?</u></p> <ul style="list-style-type: none"> <li>Make links between them, and describe some similarities and differences both within and between religions</li> <li>Apply their ideas relating to their study of religion and belief to their own and other people's lives</li> </ul>
<b>Science</b>	
<b>Questioning and planning</b>	<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
<b>Measuring and recording</b>	<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li> </ul>
<b>Drawing conclusions</b>	<ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Use simple models to describe scientific ideas</li> </ul>
<b>All Living Things</b>	<ul style="list-style-type: none"> <li>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> <li>Children should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall</li> <li>Children should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</li> <li>Children might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow</li> </ul>
<b>Animals (including humans)</b>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop from birth to old age</li> <li>Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty</li> <li>Children could work scientifically by comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Compare and group together everyday materials based on evidence from comparative and fair tests</li> <li>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>

	<ul style="list-style-type: none"> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> <li>• Children should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, such as burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton</li> <li>• Children might work scientifically by: carrying out tests to answer questions such as ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials</li> </ul>
<b>Forces</b>	<ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>• Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</li> <li>• Children should explore falling objects and raise questions about the effects of air resistance. They should experience forces that make things begin to move, get faster or slow down. Children should explore the effects of friction on movement and find out how it slows or stops moving objects, for example by observing the effects of a brake on a bicycle wheel. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation</li> <li>• Children might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make artefacts that use simple levers, pulleys, gears and/or springs and explore their effects</li> </ul>
<b>Earth and Space</b>	<ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth’s rotation to explain day and night</li> <li>• Children should be introduced to a model of the Sun and Earth that enables them to explain day and night. Children should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a ‘dwarf planet’ in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones)</li> <li>• Children should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus</li> <li>• Children might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks</li> </ul>
<b>The whole child</b>	
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Children can design a programme involving several steps, in order to achieve their goal</li> <li>• Children can recognise their own positive qualities</li> </ul>
<b>Learning with others</b>	<ul style="list-style-type: none"> <li>• Children can recognise when another child is struggling</li> <li>• Children can organise roles and responsibilities within a group</li> </ul>
<b>Emotional Literacy</b>	<ul style="list-style-type: none"> <li>• Children can begin to manage their own emotions appropriately</li> <li>• Children can recognise that people deal with situations in different ways</li> </ul>
<b>Equality</b>	<ul style="list-style-type: none"> <li>• Recognises others unable to celebrate diversity</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Children can respect another opinion even when it’s tricky</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Children can identify an issue and look for ways to solve it</li> <li>• Children can show commitment to their learning, including wider learning opportunities</li> </ul>
<b>Conflict management</b>	<ul style="list-style-type: none"> <li>• Children can use conflict management skills to help others resolve conflict peacefully</li> </ul>
<b>Independence</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>• Children can challenge themselves in their learning</li> </ul>

