










Year 5 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Great American Road Trip	Full steam ahead!	One Small Step	Extreme Earth	What lies beneath the canopy	You're Hired
Key Themes	(Geography) -North America - Biomes - Climate diversity (What is desert? Etc) -Vegetation belts - Midlands as a region to compare vs Las Vegas - Food to fork - Idaho- Potatoes for McDonalds - Time Zones	(History – Key inventions) -A significant turning point in British history (Industrial Revolution)	(Science) -Space -Solar System (and how it has developed)	(Geography) -Hazards -Geography -Natural Disasters- Earthquakes- western region of USA - Solar/ Wind Power/ coastal-energy distribution	(Geography) -Fair Trade- Palm Oil - Sustainability	(PSHCE) -Careers
Key Figures, Events, Places	Grand Canyon (semi-arid desert biome) Niagara Falls (aquatic biome) Las Vegas	William Morris Queen Victoria Wright Brothers Amelia Earhart	Katherine Johnson Events at NASA Space Race Helen Sharman	Siemens (Renewable Energy) Charles Fritts Alaska earthquake 1964 UK earthquakes	David Attenborough Rainforest (Amazon) South America Equator	Tim Burners-Lee Alexander Bell Richard Branson (Virgin) Penny Streeter
Focus Text/s	National Parks of the U.S.A Kidnap on the California Comet	A street through time Izzy Gizmo the Invention Convention	Hidden Figures Dr Maggie's Grand Tour of the Solar System	FLOOD Earth Shattering Events	The Explorer- Katherine Rundell The Incredible Ecosystems of Planet Earth	The Accidental Prime Minister- Tom McLaughlin World's Coolest Jobs
Reading	<i>Vipers to be taught through each lesson</i>  Read and discuss a range of fiction texts. -read books that are structured in different ways. -Increase familiarity with traditional stories .	<i>Vipers to be taught through each lesson</i>  Read and discuss a range of non-fiction texts. -Distinguish between fact and opinion.	<i>Vipers to be taught through each lesson</i>  Read and discuss a range of poetry. -Prepare poems to read aloud and to perform. -learn a wider range of poetry by heart	<i>Vipers to be taught through each lesson</i>  Read and discuss reference books or textbooks. -retrieve, record and present information. -recommend books that they have read to their peers, giving reasons for their choices.	<i>Vipers to be taught through each lesson</i>  Read and discuss a range of non-fiction texts. -Check that a book makes sense to them, understanding and exploring the meaning of words in context.	<i>Vipers to be taught through each lesson</i>  Read and discuss a range of fiction texts. -increase familiarity with myths and legends and books from other cultures and traditions. -Identify and discuss themes and conventions in and across a wide range if writing.
Writing	 To inform	To inform: To write a non-chronological report about the Industrial Revolution.				
Speaking & Listening/ Drama	Outcome: Perform an individual Slam Poem to 4 or 5 peers		Outcome: Take on the role of a familiar character and monologue what they did in a day using voice and gestures			Outcome: Prepare and share their opinion during a debate.
Maths	Number: Place Value read, write, order and compare numbers to at least 1 000 000	Number: Multiplication and Division	Number: Multiplication and Division	Fractions (continued from Spring 1)	Decimals	Geometry: Position and Direction identify, describe and represent the position of a shape following a

	<p>and determine the value of each digit</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>solve number problems and practical problems that involve all of the above</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Number: Addition and Subtraction</p> <p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Statistics</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>	<p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Measurement: Perimeter and Area</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>use all four operations to solve problems involving measure using decimal notation, including scaling.</p>	<p>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>multiply and divide numbers mentally drawing upon known facts</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>Fractions</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</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, $2/5 + 4/5 = 6/5 = 1\ 1/5$)</p> <p>add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	<p>Decimals and Percentages</p> <p>read and write decimal numbers as fractions [for example, $0.71 = 71/100$]</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>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>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.</p>	<p>read, write, order and compare numbers with up to three decimal places</p> <p>solve problems involving number up to three decimal places</p> <p>Geometry: Properties of Shape</p> <p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>draw given angles, and measure them in degrees (°)</p> <p>identify:</p> <ul style="list-style-type: none"> angles at a point and one whole turn (360°); angles at a point on a straight line and $1/2$ a turn (180°); other multiples of 90° <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Measurement: Converting Units Volume</p> <p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>estimate volume and capacity</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>
Science	<i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i>	<i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i>	<i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i>	<i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i>	<i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i>	<i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i>

	<p>Living things and their habitats.</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>Animals including humans</p> <p>-Describe the changes as humans develop to old age.</p>	<p>Earth and Space</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>Forces</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>Properties and changes of materials</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>-</p>	<p>Properties and changes of materials</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>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>
<p>Computing</p>	<p><u>NCCE Computing systems and networks - Sharing information (Y5)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>NCCE Computing systems and networks - Communication (Y6)</u></p>	<p><u>NCCE Programming A – selection in physical computing (Y5)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><u>NCCE Creating media - 3D modelling (Y6 – combine with DT unit)</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>			

	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>		<p>concerns about content and contact</p>	
<p>E-Safety</p>	<p>Self Image and Identity (PE) I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context.</p> <p>Copyright and ownership (PE) I can explain why copying someone else’s work from the internet without permission can cause problems.</p> <p>Online relationships (PE) I can give examples of technology-specific forms of communication. I can explain that there are some people I communicate with online who many want to do me or my friends harm. I can recognise that this is not my/our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.</p> <p>Copyright and Ownership (C) I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused.</p> <p>Managing online information (C) I can describe and assess the benefits and the potential risks of sharing information online. I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). I can explain how to use search effectively and use examples from my own practice to illustrate this. I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).</p>	<p>Online reputation (PE) I can search for information about an individual online and create a summary report of the information I find.</p> <p>Managing online information (PE) I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others. I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.</p> <p>Managing online information (PE) I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p>		<p>Self-image and Identity (PE) I can explain how I can represent myself in different ways online Knowing this, I can describe the right decisions about how I interact with others and how others perceive me</p> <p>Online relationships (PE) I can recognise some ways in which the internet can be used to communicate I can give examples of how to be respectful to others online</p> <p>Online reputation (PE) I can search for information about an individual online and create a summary report of the information I find I can explain ways that some of the information about me online could have been created, copied, or shared by others</p> <p>Managing online information (PE) I can evaluate digital content (and can explain how I make choices from search results)</p> <p>Privacy and security (J) I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>Health, Well-being and Lifestyle (J) I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p>Managing online information (J) I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’. I can explain why some information I find online may not be honest, accurate or legal.</p> <p>Online Bullying (J) I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p>

			<p>Online reputation (J)</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>Online Relationships (J)</p> <p>I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p>			
History		Industrial Revolution	History of Space Travel			History of Birds Bakery
		-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			-A local history study (a study over time tracing how several aspects of national history are reflected in the locality)
<p><u>Objectives highlighted below should be taught explicitly to meet National Curriculum Attainment Objectives:</u></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To gain and deploy a historically grounded understanding of abstract terms</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>						
Geography	<p>Human and physical geography</p> <p>-Describe and understand key aspects within physical geography: biomes and vegetation belts, climate zones</p> <p>Locational knowledge</p> <p>-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Human and physical geography</p> <p>-Describe and understand key aspects within human geography: economic activity including trade links</p>		<p>Human and physical geography</p> <p>-Describe and understand key aspects within physical geography, including: earthquakes, volcanoes</p> <p>Locational knowledge</p> <p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Human and physical geography</p> <p>-Describe and understand key aspects within human geography: economic activity, food including trade links</p> <p>Geographical skills and fieldwork</p> <p>-To use digital/computer mapping to locate countries and describe features studied</p>	

	<p>Place knowledge -Understand geographical similarities and differences through the study of human and physical geography of a region of a region within North or South America</p>					
<p>Art and Design</p>	<p>Michael and Sumati Colepitts -To improve their mastery of art and design techniques Sculpture (Sculpture- Animals)</p>	<p>William Morris -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil & charcoal] -To learn about great artists, architects and designers in history. (Design and print wallpaper)</p>			<p>Henri Rousseau -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [paint] -To learn about great artists, architects and designers in history. (Paint rainforest/animal scene add collage)</p>	
<p>Design and Technology</p>			<p>Design -Generate, develop, model and communicate their ideas through discussion and annotated sketches Make -Select from and use a wider range of materials according to their functional properties and aesthetic qualities Evaluate -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>*Making bridges with trusses</i></p>		<p>Design -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, and computer-aided design (link to vector drawings in computing) Make Select from and use a wide range of materials and components Evaluate -Investigate and analyse a range of existing products -Evaluate their ideas and products against their own design criteria and consider</p>	<p>Cooking & Nutrition -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <i>*Guided cook with a chef, follow online videos or actual chef – Make a savoury product (Savoury muffins/sausage rolls)</i></p>

					<p>the views of others to improve their work</p> <p>*Understand how key events and individuals in DT have helped shape the world</p> <p>Technical Knowledge</p> <p>-Apply their understanding of computing to program, monitor and control their products.</p> <p>*Make a 3D printed product and find out about the pioneers for 3D printed</p>	
Music	<p style="text-align: center;">Whole class instrument teaching- trumpets*</p> <p style="text-align: center;">KAPOW Unit 1- Blues KAPOW Unit 2- South & West Africa</p> <p style="text-align: center;">All national curriculum objectives interwoven through each unit of lessons-</p> <ul style="list-style-type: none"> - Play and perform in solo & ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music 					
Physical Education	<p>Dance Fitness Swimming- Group 1</p>	<p>Gymnastics Basketball Swimming- Group 1</p>	<p>Dodgeball Hockey Swimming- Group 2</p>	<p>Tennis Yoga Swimming- Group 2</p>	<p>Bikeability Level 2 Rounders Swimming- Group 3</p>	<p>Athletics Badminton Swimming- Group 3</p>
French	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhythms in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
	Language Angels: Presenting myself	Language Angels: Presenting myself	Language Angels: Do you have a pet?	Language Angels: Do you have a pet?	Language Angels: Little Red Riding Hood	Language Angels: Little Red Riding Hood
RE	Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What matters most to Christians and Humanists?	What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	What difference does it make to believe in Ahimsa, Grace and or Ummah?	What difference does it make to believe in Ahimsa, Grace and or Ummah?
Jigsaw (PSHE)	<p>Being me in my world (BM Lessons, 1, 3, 4, 6)</p> <p>-I can face new challenges positively and know how to set personal goals. I know what I value most about my school and can identify my hopes for this school year.</p> <p>-I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can empathise with people in</p>	<p>Celebrating Difference (CD Lessons, 1, 2, 3, 4 and 6)</p> <p>-I understand that cultural differences sometimes cause conflict. I am aware of my own culture.</p> <p>-I understand what racism is. I am aware of my attitude towards people from different races.</p> <p>-I understand how rumour-spreading and name-calling can be bullying behaviours. I</p>	<p>Dreams and Goals (DG Lessons, 1, 3, 5, 6)</p> <p>-I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up</p> <p>-I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I</p>	<p>Healthy me RSE – Statutory All lessons must be taught</p> <p>- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>- I know some of the risks with misusing alcohol, including anti-social behaviour, and how</p>	<p>Relationships RSE – Statutory All lessons must be taught</p> <p>-I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.</p> <p>-I understand that belonging to an online community can have positive and negative consequences. I can recognise</p>	<p>Changing me RSE – Statutory All lessons must be taught</p> <p>-I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.</p> <p>-I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that</p>

	<p>this country whose lives are different to my own.</p> <ul style="list-style-type: none"> - I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others. <ul style="list-style-type: none"> - I understand how democracy and having a voice benefits the school community and know how to participate in this. I understand why our school community benefits from a Learning Charter and can help others to follow it. 	<p>can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <ul style="list-style-type: none"> -I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. -I can understand a different culture from my own. I respect my own and other people's cultures. 	<p>appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <ul style="list-style-type: none"> - I understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture. - I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others. 	<p>it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p> <ul style="list-style-type: none"> - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I know how to keep myself calm in emergencies. - I understand how the media, social media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. - I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body. -I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy. 	<p>when an online community feels unsafe or uncomfortable to me.</p> <ul style="list-style-type: none"> -I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me. -I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe. -I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected. -I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. 	<p>happens to everybody and that it will be ok for me.</p> <ul style="list-style-type: none"> -I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. -I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways. -I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring. -I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
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Please see each year group's half termly Curriculum Packs for more detail on topic coverage and objectives.

Progression Maps and Subject Guides are a planning tool which support the LTP.