- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

Curriculum coverage - Year 5 – 2022-2023

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. ILP – imaginative learning projects.						
Title	**Pharaohs**	**Stargazers**	**Off With Her Head**	**Fire Damp and Davy lamps**	**Time Traveller**	**Sow, Grow and Farm KRP Allotments**
Main focus subject	History – Ancient Egypt	Science – solar system	History – The Tudors	History – local study	Art and Design	Geography – Agriculture and farming
KRP		Why do planets have craters? - companion project (days) Science How does the moon move? Science				Eat the seasons (DT)
The Write Stuff Class Novel	**Write Stuff** Egypt Hatshepsut – Non Fiction biography Secrets of a Sun King – diary (Y4 non fiction new release) **Class Novel** The Time Travelling cat and the Egyptian Goddess Jullia JArman	**Write stuff** Mars Transmission – non-narrative Journal One Small Step – Taiko Studios narrative Adventure **Class Novel** Cosmic (Frank Cottrell-Boyce)	**Write Stuff** The Highway Man - poetry Zoo – Anthony Browne (Narrative fantasy) **Class Novel** Treason -Berlie Doherty	You wouldn't want to be a Victorian Miner – John Mallam (not Write Stuff) Pit Boy – Gordon Otterwell Fiction (not Write Stuff) **Class Novel** Candle Dark- Carole Anne Carr	**Write Stuff** The Present – (Fiction Narrative Story) Jacob Frey Screen Use – (Non Fiction balanced argument **Class Novel** The Clockwork Crow – Catherine Fisher	**Write Stuff** Plastic Pollution – (non-fiction Speech) The River – Valerie Bloom (Y4 Poetry unit) **Class Novel** The secret garden - Frances Hodgson Burnett

Subsidiary foci subjects						
Art and design		Drawing and printing Outcome – create a marbelled print of a new planet Ludek Pesek  <u>Marbelling work</u>  **<u>Skills</u>** Use sketching pencils to accurately copy a range of planets. Use watercolours to correctly convey the colours of the planets. Use watercolours to create a marbelling effect. **<u>Knowledge</u>** Preliminary sketches and models are usually simple line drawings or trial	Drawing and sculpture Outcome – Create a relief sculpture of a Tudor Rose **<u>Skills</u>** Create accurate preliminary sketches using sketching pencils. Create a page of sketchpad using copied pictures of the Tudor Rose. Create a relief form using clay to create a Tudor Rose using a range of tools, techniques and materials. Plan how to join parts of the sculpture together. Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Use tools in a safe way. Show increasing confidence to carve a simple form. **<u>Knowledge</u>** Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the			Observational drawing and painting of fruit and vegetable using thick paint the style of Paul Cezanne.  Paul Cezanne **<u>Skills</u>** Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Mix and use tints and shades of colours using a range of different materials, including paint. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. **<u>Knowledge</u>** Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Review and revisit ideas and sketches to improve and develop ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.

		pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. **Vocabulary** Artist, print, photographic, interest, meaning, image, model, trial pieces, explore, sculpture, technique.	surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. **Vocabulary** Background, visibly, low-relief or bas-relief, surface, resemble, flat, text, tools, materials.			Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. **Vocabulary** Perspective, shade, ink wash, applied, refining, annotating, review, revisit, simple line drawings, tints, composition,
computing	**Sharing Information** **Skills** Explain that computers are connected together to form systems. Explain that systems are built using a number of parts. Describe that a computer system features inputs, processes and outputs. Explain that computer systems communicate with other devices. Recognise the role of computer systems in our lives. Identify tasks that are managed by a computer system. Identify the human elements of a computer system. Explain the benefits of a given computer system. Recognise how information is transferred over the internet. Explain that networked digital devices have unique addresses. Explain that data is transferred over networks in packets.	**Vector Drawing** **Skills** Tools can be used to produce different outcomes. Vector drawings are made using shapes. Identify main drawing tools. Vector drawing tools are different from paper-based drawings. Create vector drawings by combining shapes. Identify the shapes used to make a vector drawing. Explain that each element added to a drawing is an object. Move, resize and rotate objects that have been duplicated. Use zoom tool to add detail.	**Video Editing** **Skills** Know and understand videos can include visual and audio media. Adding audio (speech and music) to a video. Plan a video project using a storyboard. Name digital devices that can record video and sound. Choose suitable digital devices for recording. Locate and identify the working features of a digital device that can record a video. Select suitable device, software and method to capture video. Safe handling and use of devices. List features of an effective video. Record a video that demonstrates some of the	**Flat File Databases** **Skills** Create multiple questions about the same field, true, false, more than, less than. Explain how information can be recorded. Can order, sort and group data cards. Navigate a flat-file database to compare different views of information. Explain what a field and a record is in a database. Choose which field to sort data by to answer a given question. Explain how information can be grouped. Group information to answer questions. Combine grouping and sorting to answer more specific questions. Choose which field and value are required to answer to a given question.	**Programming A – Selection in Physical Computing** **Skills** Build simple circuit to connect a micro controller to a computer. Programme a microcontroller to light an LED. Explain why an infinite loop is used. Connect more than one output device to a microcontroller. Design sequences for given output devices. Decide which output devices to control with a count-controlled loop. Explain that a condition is something that can be either true or false. Experiment with a 'do until' loop.	**Programming B – Selection in Quizzes** **Skills** Recall how conditions are used in selection. Identify and modify conditions in a program. Use selection in an infinite loop to check a condition. Identify the condition and outcomes in an if...the…else statement. Create a program with different outcomes using selection. Explain that program flow can branch according to a condition. Design the flow of a program which contains if. Then…else Show a condition can direct program flow in one of two ways. Outline a given task. Use a design format to outline the project. Identify the outcome of user input in an algorithm. Implement the algorithm to create the first section of the program. Test and share the program with others. Identify ways the program could be improved. Identify what setup code is needed for the project. Extend the program further.

	Explain that sharing information online lets people in different places work together. Recognise that connected digital devices can allow us to access shared files stored online. Send information over the internet in different ways. Explain that the internet allows different media to be shared. Share project online. Suggest strategies to ensure successful group work. Can make thoughtful suggestions on my group's work. Compare working online with working offline. Evaluate different ways of working together. Identify different ways of working together online on the internet which can be public or private. Explain how the internet enables effective collaboration. **Knowledge** Parcel delivered to a convenient locker. Knowledge of barcodes, when a system recognises codes. Smart lockers/Amazon lockers. Digital systems are used in a wide range of public contexts (airports, departure boards). Understand puffin crossings (pedestrian) uses sensors to detect vehicles. Sensors provide input to the system. Online shopping can be ordered online using tablet or computer. Sending messages and information.	Explain alignment grids and resize handles to improve consistency. Modify objects to create different effects. Understand that vector drawings have layers. Add objects to create a new layer in the drawing. Identify front and back layers and change the order of the layers. Group objects. Copy part of an object by duplicating it several times. Create a single object. Reuse a group of objects to develop drawing. Evaluate vector drawing. Evaluate alternatives, suggest improvements and apply what has already been learned. **Knowledge** Knowledge and understanding of digital painting. Desktop publishing to use digital images. Create images that can be used in desktop publishing documents. Tools within google drawings. Use the gradient fill tool. Know how to access previous work. **Vocabulary**	features of an effective video. Explain why lighting and angle are important in creating an effective video. Store, retrieve and export recording to a computer. Improve a video by reshooting and editing using the correct tools. Recognise that the choices made will impact the quality of the final outcome. Evaluate video. **Knowledge** History of video and animation. Roles within a group – facilitator, recorde4r, summariser, presenter, timekeeper. Know how devices work – integrated microphones, microphones. Research suitable Youtuber. Know where to locate video files, where to save and retrieve files. Import video files to the computer. **Vocabulary** Video, audio, recording, storyboard, script, soundtrack, dialogue, capture, zoom, storage, digital, tape, AV (audio-visual), save, videographer, video techniques, pan, tilt, angle, lighting, setting, Youtuber, content, light, sound, camera angle, colour,	Outline how 'AND' and 'OR' can be used to refine data selection. Choose multiple criteria to answer a given question. Select an appropriate chart to visually compare data. Refine a chart by selecting a particular filter. Explain the benefits of using a computer to create graphs. Ask questions that will need more than one field to answer. Refine a search in a real-world context. Present my findings to a group. **Knowledge** Create a paper-based database. Use the term 'attribute'. Explain the terms 'record' and 'field', in relation to a database. Know how to carry out a flight search using expedia and the ability to screenshot flight details from a web browser. **Vocabulary** Databases, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation,	Program a micro controller to respond to an input. Explain that condition being met can start an action. Identify a condition and an action in the project. Use selection (if…then) to direct the flow of a program. Describe what the project will do. Create a detailed drawing of the project. Write an algorithm to control lights and a motor. Use a selection to produce an intended outcome. Test and debug project. **Knowledge** Repetition Know how to connect a crumble controller to a battery box, sparkle and a computer. Write programs using crumble programming software, to turn LEDs known as sparkles on and off and set them to different colours. Connect sparkles to crumble controllers and write programs. Write programs. Use count-controlled loops in programs. To connect a push switch. Know the difference between how switches are used in simple	**Knowledge** Know that conditions are statements that need to be met for a set of actions to be carried out. Understand that selection is a programming construct that makes use of conditions to decide which set of actions to follow. Know the blocks available in Scratch to allow conditions to be used in programs, including those that use selection. Identify the conditions that are used in a program and the effect that meeting these conditions will have. Know that repetition needs to be used in selection where the condition needs to be repeatedly checked, and without this, the actions will not be carried out when the condition is true. Know that selection can be represented by the structure if… then… else… Set of actions to be carried out when the condition is false, as when the condition is true. Represent the form of selection in algorithms, and identify which outcome will be selected and why. Construct a program using scratch using if... then… else… Know that selection I the structure if… then… else can be used to control the flow of actions in programs. Understand that and algorithm with a branching structure can be used to represent selection if… then… else structure. Know when using the ask () and wait command block, an infinite loop is not required. Know how to test whether selection has been used properly. Identify the outcomes that should be carried out for correct and incorrect answers. **Vocabulary** Selection, condition, true, false, controlled-loop, outcomes, conditional statements, algorithm,

	Shared online space. Modify and create templates. Create and copy a presentation with a different name. Add simple text and images to slides. How to work together and which approaches suit online working. Scratch 3 – see and remix buttons. View and change other people's work. Save and create accounts on scratch platform. Understand copyright. **Vocabulary** System, connection, digital, input, process, output, protocol, address, packet, chat, explore, slide deck, explore, reuse, remix, collaboration	Vector, drawing tools, shapes, object, icons, toolbar, move, resize, colour, rotate, duplicate, copy, organise, zoom, select, rotate, object, alignment grid, handles, consistency, modify, layers, front, back, order, copy, paste, group, ungroup, duplicate, vector drawing, reuse, improvement, evaluate, alternatives. **Knowledge**	export computer, Microsoft moviemaker, split, trip/clip, edit, titles, end credits, timeline, transitions, retake/reshoot, special effects, title screen, constructive feedback.		circuits and programmed circuits. Understand the conditions in programs. Test ideas for the algorithm. Design plans, models and electric circuits. **Vocabulary** Microcontroller, crumble controller, components, LED, sparkle, crocodile clips, connect, battery box, repetition, infinite loop, output devices, motor, count-controlled loop, switch, condition, true, false, input, selection, action, task, design, algorithm, program, debug, evaluate	program, debug, question, task, design, input, implement, test, run, set-up, share, evaluate, constructive
DT			**Outcome: Design and make a Tudor accessory using fabric (E.G Brooch)** **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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	DT – Pulley's and Levers – design a mechanism for down the mines. Skills 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. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.		DT – Cooking: Use a range of cooking techniques: eg: soup, salad, dressing, omelette, **Skills** Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. Evaluate meals and consider if they contribute towards a balanced diet. Describe what seasonality means and explain some of the reasons why it is beneficial. **Knowledge**

			Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. Savoury dishes usually have a salty or spicy flavour rather than a sweet one. A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions. Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper. A focus group is a small group of people whose reactions and opinions about a product are taken and studied. Evaluations can be made by asking product users a selection of questions to obtain data on how the product has met its design criteria. **Vocabulary** Flavour, criteria, selection, value, growers, proportions, function, nutrients, dishes, spicy, product.
Geography	**Human and physical geography** **Skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Analyse and compare a place, or places, using aerial photographs. atlases and maps. Understand the processes that give rise to key physical and	**Locational Knowledge** Linked with the topic USSR sending a rocket into space. **Skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Analyse and compare a place, or places, using				**Human and physical geography:** **Skills** Describe in detail the different types of agricultural land use in the UK. Explain how the climate affects land use. Describe how soil fertility, drainage and climate affect agricultural land use. Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.

	human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). 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. Name, locate and describe major world cities. **Knowledge** Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.	aerial photographs. atlases and maps. Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). **Knowledge** 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. Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is				Identify some of the problems of farming in a developing country and report on ways in which these can be supported. **Fieldwork** Construct or carry out a geographical enquiry by gathering and analysing a range of sources. Explain how the topography and soil type affect the location of different agricultural regions. **Knowledge** Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape. Soil fertility, drainage and climate influence the placement and success of agricultural land. A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. The topography of an area intended for agricultural purposes is an important

		another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.				consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. Hemisphere. Geography - Mapping UK, grid references, farming in UK, potato farming jersey, climate zones, N/S. America, citrus farming California, coffee Peru, how far has food travelled? **Vocabulary** Fertility, location, population, continents, physical and human features, comparison, biomes, erosion, evidence, conclusions, migration, hydrology, precipitation, demographics, economic, statistics, agriculture.
Scientific enquiry statements that go throughout	• Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. • Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). • Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. • Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. • Take increasingly accurate measurements in standard units, using a range of chosen equipment. • Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. • Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.					
science	Forces Skills	Earth and Space Skills describe the movement of the Earth, and other		**Properties and changes of materials** **Skills**	Animals including Humans **Skills**	Living things and their habitats **Skills** Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.

	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Knowledge** Gravity is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the ground. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams. Specialised equipment is used to take measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C), and measuring tapes (millimetres, centimetres, metres).	planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Knowledge** As Earth orbits the Sun, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time. The Solar System is made up of the Sun and everything that orbits around it. There are eight planets in our Solar		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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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. **Knowledge** Know that some materials will dissolve in liquid to form	Describe the changes as humans develop to old age. **Knowledge** Humans reproduce sexually, which involves two parents (one female and one male) and produces offspring that are different from the parents. Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Puberty is the period during which adolescents reach sexual maturity and become capable of reproduction. It causes physical and emotional changes. The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.	Describe the life processes of reproduction in some plants and animals. **Knowledge** The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams. A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal). **Vocabulary** life cycle, mammals, amphibians, arable, asexual, reproduce, stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal.

	A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. An observation involves looking closely at objects, materials and living things. Accurate observations can be made repeatedly or at regular intervals to identify changes over time. A material's properties dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan. **Vocabulary** gravity, mass, pulleys, assist, lubricants, ball bearings, friction, air resistance, oppose motion, forces,	System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365 days) is the length of time it takes for Earth to complete a full orbit. The Moon orbits Earth, completing a full orbit every month (28 days). The Sun, Earth, Moon and the planets in our solar system are roughly spherical. All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses it into the most compact shape – a sphere. Gravity is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the ground. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.		a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrating that dissolving, mixing and changes of state are reversible changes. 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 actions of acid on bicarbonate of soda. Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent. Very hot and very cold materials can burn skin. Heating materials should be done safely.	A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. Humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Puberty is the transition between childhood and adulthood. **Vocabulary** Puberty, senior citizen, childhood, adulthood, infant, toddler, child, adolescent, prediction, classification, diagrams, offspring, variables, physical and emotional changes. they reproduce.	

		Specialised equipment is used to take measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C), and measuring tapes (millimetres, centimetres, metres). A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. An observation involves looking closely at objects, materials and living things. Accurate observations can be made repeatedly or at regular intervals to identify changes over time. **Vocabulary** gravity, gravitational pull, full orbit, mass, rotates, shadow.		Reversible changes include heating, cooling, melting, dissolving and evaporating. Irreversible changes include burning, rusting, decaying and chemical reactions. Materials can be grouped according to their basic physical properties. Properties include hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. Some materials (solutes) will dissolve in liquid (solvents) to form a solution. The solute can be recovered by evaporating off the solvent by heating. A material's properties dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan. Some mixtures can be separated by filtering, sieving and evaporating. Sieving can be used to separate large solids from liquids and some solids from other solids. Filtering can be used to separate small solids from liquids. Evaporating can be used to separate dissolved solids from liquids. **Vocabulary**		

				Solid, liquid, gas, evaporate, evaporation, filtering, filtration, dissolving, dissolved, mixture. thermal conductor, property, solution, solute, magnetism, reversible, irreversible		
History	**How did the Ancient Egyptians shape the world today?** **Skills** Study a feature of a past civilisation or society. Describe the significance, impact and legacy of power in ancient civilisations. Explain how everyday life in an ancient civilisation changed or continued during different periods. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments. Compare and contrast an aspect of history across two or more periods studied.		**How did Henry VIII's beliefs shape England's religious and political systems?** Learn about an aspect in British history that extends pupils' chronological knowledge beyond 1066 – The Tudors **Skills** Articulate and organise important information and detailed historical accounts using topic related vocabulary. Compare and contrast an aspect of history across two or more periods studied. Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Frame historically valid questions about continuity and change and construct informed responses. Create an in-depth study of an aspect of British history beyond 1066.	**What is significant about the North East's history?** Learn about a local history study A study over time tracing how several aspects of national history are reflected in the locality – mining, the first railways, industrialisation. **Skills** Use a range of historical sources or artefacts to build a picture of a historical event or person – Humphrey Davy Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Frame historically valid questions about continuity and change and construct informed responses. Create an in-depth study of an aspect of British history beyond 1066. Knowledge Aspects of British history and related sites that may have local significance and the Industrial Revolution (coal		

	Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Sequence and make connections between periods of world history on a timeline. **Knowledge** Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.		**Knowledge** Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	mines, factories, mill sites, railways and canals). Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Key aspects of British history include the; improvements in technology.		

	The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Aspects of history are significant because they had an impact on		Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <u>Vocabulary</u> Oppress, advisor, exploration, continuity, concept, beliefs, injustice, abbey, annulment, convent, convicted, treason, monastery, reign.			

	a vast number of people, are remembered and commemorated or influence the way we live today. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. **Vocabulary** afterlife, ancient Egypt, archaeologist, , craftsperson, culture, curse, desert, embalming, excavation, farmer, Giza, god, goddess, hierarchy, hieroglyphics, Ma'at, Nile, noble, peasant, pharaoh, priest, pyramid, ritual, Roman, scribe, soldier, spirit, temple, tomb, vizier.					
music				**composing** Create more complex tunes, thinking about their audience; Add lyrics to a composition; Compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics. **Notation**	Performing Perform with accuracy and expression, showing an understanding of the context of the music Use correct technique to play instruments with improved confidence and accuracy.	

				Recognise crotchets, quavers, semibreves, crotchets (rest) and quaver rest; Recognise notes on a treble clef staff; Understand that notes are positioned differently on a bass clef; Read, and play form, music notation; Record their own compositions using music notation. <u>Vocabulary</u> sing diction in tune tempo pitch expression solo genre characteristics composer artist performer		
Music suggestions .	<u>Singing all through the year</u> a. **Sing** with good **diction**; b. Sing **in tune**; c. Sing a song with two or more parts, showing confidence at being able to maintain **tempo** and **pitch**; **<u>Good repertoire for this age group includes:</u>** • Trad. Ireland: Danny Boy • Kodály: Rocky Mountain • Kodály: My Paddle • High Low Chickalo • Ally Ally O • Trad. Caribbean: Four White Horses • Trad. Uganda: Dipidu • Are You Ready? • Row, Row, Row your Boat					

Listening

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.
Children can:
find the beat in a piece of music;
explain the tempo, dynamics, metre, timbre, and duration of a piece of music;
recognise orchestral instruments and describe their effect in a piece of music.
Recognise a range of music genres (including from around the world) and describe their characteristics;
Name a variety of composers and artists associated with different genre of music;
Recognise instruments being played in a piece of music;
Express their opinion about pieces of music using appropriate musical vocabulary;
Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Western Classical Tradition and Film

Title	Composer	Period
English Folk Song Suite[5]	**Vaughan Williams**	**20th Century**
Symphonic Variations on an African Air	**Coleridge-Taylor**	**20th Century**
This Little Babe from *Ceremony of Carols*	**Britten**	**20th Century**
Jai Ho from *Slumdog Millionaire*	A.R. Rahman	21st Century
O Euchari	Hildegard	Early
Hallelujah from *Messiah*	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from *The Planets*	Holst	20th Century
Bolero	Ravel	20th Century
For the Beauty of the Earth	Rutter	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
90s Singer/Songwriter	**Play Dead**	**Björk**
80s Synth/Pop	**Smalltown Boy**	**Bronski Beat**
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country*	Tradition	Title	Artist/Composer
Nigeria	**Drumming**	**Jin-Go-La-Ba (Drums of Passion)**	**Babatunde Olatunji**
South Africa	**Choral**	**Inkanyezi Nezazi**	**Ladysmith Black Mambazo**
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band

Other curriculum areas

PE	**Basketball** **Skills – I can**	**Gymnastics – Matching, mirroring and contrast** **Skills – I can**	**Dance – British Values** **Skills – I can** Develop a motif demonstrating some agility,	**Athletics** **Skills – I can** Change pace and run at different tempos.	**Swimming/OAA** **OAA Skills – I can**	**Rounders** **Skills – I Can** Catch with soft hands Throw accurately into space.

	I can control a basketball using both hands and protect the ball under pressure I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. I can use different skills such as varying speed and direction to get past defenders. I can mark a player or an area of the court to limit opportunities for the opposition. I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball. I can dribble, pass and shoot the basketball using correct the correct technique to play in a game. **Knowledge – I know** I know how to use my body to protect the ball. I know how to create space to receive a pass. I know how to defend against an attacking player. I know what the difference between man v man defence and zone defence and understand the benefits of both styles. I know how to work as a team to create shooting opportunities. I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game.	Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact. Control an Arabesque. Contrast my partner's moves so that we work at different levels and in different pathways. Perform a sequence, mirroring a partner's symmetrical and asymmetrical shapes. Perform a sequence with a partner, which moves from matching moves to contrasting. Work as a group to demonstrate fluent routines involving mirroring and contrasts. Perform elements of unison and canon in a group routine. **Knowledge – I know** Some interesting ways of transition from one move to another. How to perform an Arabesque. To use gymnastic terminology in my feedback. ow to mirror in unison with my partner. The importance of timing and how to ensure I work in synchrony with my partner. How to communicate and negotiate .to agree a sequence as a group.	balance, coordination and precision. Creatively change static actions into travelling movements Show different levels, pathways and directions when I travel. Communicate effectively with a partner. Communicate effectively within a group. Communicate effectively within a group Improve our ideas. Evaluate the work of other's using simple technical language. **Knowledge – I know** How to contribute key words to a theme related mind map. How to translate words/ideas into actions and combine together. How to translate theme related actions into creative travelling movements. How to use chance choreography to create a sequence. How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts. How to recognise good timing, execution and performance skills.	Sustain my pace over longer distances. Throw with accuracy and power using the pull technique. Throw after a run up. Throw with greater force and over longer distances. Throw with greater control, accuracy and efficiency. Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jumping. Combine sprinting with hurdling. Transfer a relay baton efficiently as part of a team. Knowledge – I know How to control my running over middle distance. How running a bend differs from running a straight. To get sideways on when throwing. How to throw safely as part of a group. To use my non-throwing arm to help me throw. How to throw a shot using,'clean palm, dirty neck' technique How to generate power from the thighs. How to approach the bar from an arced run up when high jumping The technique, 'same, different, both' for triple jump. My take off foot and lead leg How to hurdle efficiently.	Use non-verbal communication to solve problems Work with a partner to navigate successfully across and through obstacles whilst blindfolded Give clear instructions Stay focused. Think creatively to find solutions to challenges Work together in a small group to solve problems. Navigate my way around using a map Demonstrate teamwork and a good level of communication to complete a group task. Work as part of a team Work quickly and effectively against the clock Work with a partner/group to find a number of controls using a map. Identify the location of a number of controls which relate to specific letters of the alphabet Communicate positively with the other members of my team. Knowledge – I Know The importance of having a plan before I undertake a challenge. How to keep a partner safe Where I need to position myself to give clear instructions and keep my partner safe.	Bowl accurately at a consistent height Ground field consistently well. Catch and throw quickly from backstop Strike with some accuracy into a given area. Back up fellow fielders in the outfield Communicate with my fellow batsmen/women when between bases. Throw with real accuracy and under pressure Play a full game in a small group taking on different roles within the team. Adapt my game according to the direct opponent/situation. **Knowledge – I can** To try and catch the ball in line with my nose. What ground fielding techniques to use and can choose the right one for the circumstance. To have a high back lift when batting. How to motivate and support my teammate in the field. The rules of rounders. Rules when batting and running between bases. That fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary The importance of great communication when playing rounders. That I should adjust my position in the field for certain batsmen/women

		How to perform effectively in canon.		How to position myself to receive a baton.	That I need to contribute to a plan even if it is only through good listening. How to use a simple map to navigate myself around The importance of communication and negotiation when working as part of a team. What ordnance survey symbols mean. How to motivate other members of my team How to use a map	
RE	**What do Muslims believe about God?** **Why is Mohammed important to Muslims?** **Why do Muslims go to the mosque?** Demonstrating understanding of some beliefs and practices and the impact of these for individuals and communities: **Skills** Discuss what Muslims believe about God. Recall the name Muslims use for God.	**What are the themes of Christmas?** Demonstrating understating of the significance of the Christmas story, Christian symbols & practices today: **Skills** Discuss the events of the Christmas story. Discuss Christmas decorations/symbols and how they are linked to the Christmas story. **Knowledge**	**What do Christians believe about God?** Demonstrating understanding of the importance of the Bible, its impact on worship, values & daily living: **Skills** Discuss links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression. Discuss how such beliefs have an impact on the lives of Christians.	**Why is the Last Supper so important to Christians?** Demonstrating understanding of the Last Supper, its significance both at the time of Jesus & today: **Skills** Discuss what Christians remember about the Last Supper. Recall events leading up to the Last Supper. Discuss the events of The Last Supper.	**How do Muslims show their faith through actions?** Demonstrating understanding of beliefs & practices within Islam & how these beliefs make a difference to individual & communal life: **Skills** Discuss how Muslims show their faith through actions by: Recalling the six main beliefs of Islam.	**What can we learn about our local faith communities?** Demonstrating understanding of different beliefs and practices in the local area and the impact of these beliefs and practices for individuals and communities: **Skills** Develop the capacity to form their own reasoned opinions. Develop the capacity to listen to differing points of view and see the world through the eyes of others. Reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious materials studied. Develop the ability to investigate and enquire independently, using a variety of sources.

	Explain why Mohammed is important to Muslims. Recall how Muslims worship at the mosque. **Knowledge** Know that Muslims believe that there is only one God called Allah. Understand that Muslim's believe Allah is the only ruler of the universe. Know that the word 'Islam' means submission and obedience to Allah. Know that Muslims have a belief in the prophets and that Muhammad was the final prophet. Muhammad is so highly respected by Muslims that they will say "peace be upon him" after his name is spoken. Understand that he Muslim place of worship is called a	Understand the order of events in the Christmas story. Know Christians use lots of symbols at Christmas to help them remember why it is important to Christians. Know the symbolism of some Christian Christmas decorations. 1 . Advent Candles - the candles symbolize the number of weeks for advent. 2 . Angel Tree Toppers - the angel represents the role of angels in the birth of Jesus. 3 . Boughs of Holly - Christians believe that, the red berries represented the blood of Christ, and the pointy leaves the crown of	Suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism. **Knowledge** Know that Christians believe that there is one God, but He is three separate people: Father, Son and Holy Spirit. The Holy Spirit is sometimes known as the Holy Ghost Know that Christians believe in God as: creator, ruler, provider, just, loving. Know that this is shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. Begin to understand that Christians believe that god is the: creator God, loving God, powerful God. Understand how belief in God will	Recall how Christians celebrate Easter. **Knowledge** Know that The Last Supper is the final meal that Jesus shared with his apostles in Jerusalem before his crucifixion. Know that The Last Supper provides the scriptural basis for the Eucharist, also known as "Holy Communion" or "The Lord's Supper". **Vocabulary** Jesus Disciples Blood Body **Belief, Authority, Expressions of Belief, Impact of Belief** **Resources:** **Christianity resources/photographs outside staffroom.**	Discussing the Five Pillars of Islam. **Knowledge** Understand the **six main Muslim beliefs** 1. Belief in Allah as the one and only God. 2. Belief in angels. 3. Belief in the holy books. 4. Belief in the prophets and that Muhammad was the final prophet. 5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell). 6. Belief in predestination (the belief that Allah has already planned out what will happen)	**Knowledge** Have knowledge of the diversity of religions and within the local area. Show understanding of similarities and differences between the religions. Know how people show they care for others. Know why people use ritual in their lives. Vocabulary **Authority, Expressions of Belief, Impact of Belief** **Resources:** **Invite a range of local faith leaders into school.** **Visit:** **Gurdwara Sikh Temple** **23 Lorne St, Middlesbrough TS1 5QY** **Phone: 01642 250125** **Sikh Gurudwara Sahib** **Louisa St, Darlington DL1 4ED** **01325 250050** **Nasir Mosque Hartlepool** **Address: 42 Brougham Terrace, Hartlepool TS24 8EY** **Phone: 01429 234644** **MIDDLESBROUGH CENTRAL MASJID AND COMMUNITY CENTRE**

	mosque. Services are held in mosques every day. The most important service for Muslims is on a Friday. Muslims take off their shoes before going into the mosque and wash before they pray. Muslims pray kneeling on the floor on a prayer mat. The wall of the mosque which faces Mecca is called the qibla wall **Vocabulary** Allah Muhammad God Prophet Mecca Mosque Prayer Prayer mat. **Impact of Belief** **Resources: Christianity resources/photographs outside staffroom** **Visit Bede's World - Jarrow**	thorns placed upon his head as he was crucified. 4 . Christmas Bells - bells were used to announce any big moment, good or bad, which is why they were used for the birth of Christ. 5 . Christmas Candy Canes - the curved crook resemble a shepherd's staff. **Vocabulary** Christmas Decorations Symbols **Belief, Authority, Expressions of Belief** **Resources: Christianity resources/photographs outside staffroom**	affect Christians e.g. prayer. Begin to understand how Christian values will affect views on moral issues – e.g. environment **Vocabulary.** Trinity God Provider Potter Father Rock Shepherd Shield **Authority, Impact of Belief** **Resources: Christian Bibles outside staffroom.**		**Know about the Five Pillars of Islam:** **Shahadah:** Muslims say a declaration of faith. **Salah:** Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying. **Zakat:** Muslims must donate to charities. **Sawm:** Muslims fast for one month during a time called Ramadan. **Hajj:** Muslims have to travel to Mecca once in their lifetime, if they can afford to. **Vocabulary** Islam Muslim Islam. Allah	**30 Southfield Road, Middlesbrough, Cleveland TS1 3EX** **email: borocentralmasjid@gmail.com** **St. Mary's Cathederal Middlesbrough** **Cathedral Dean: Mgr Gerard Robinson** **Address: Cathedral House, Dalby Way, Coulby Newham, MIDDLESBROUGH TS8 0TW.** **Telephone: 01642 597750** **Email: parish@middlesbroughrccathedral.org** **Vocabulary** Diversity Ritual Worship Belief practices

						Five Pillars of Islam Prophet Mecca Hajj pilgrimage The Qur'an Ramadan **Belief, Authority, Expressions of Belief, Impact of Belief** **Resources: Islamic resources/photographs outside staffroom**		
Relationships education **Physical health and mental wellbeing**	**Autumn- Relationships**			**Spring – Living in the wider world**			**Summer – Health and Wellbeing**		
	Families and Friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and Work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
	Managing friendships and peer influence	**Physical contact and feeling safe**	**Responding respectfully to a wide range of people; recognising prejudice and discrimination**	**Protecting the environment; compassion towards others**	**How information online is targeted; different media types, their role and impact**	**Identifying job interests and aspirations; what influences career choices; workplace stereotypes**	**Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies**	**Personal identity; recognising individuality and different qualities; mental wellbeing**	**Keeping safe in different situations, including responding in emergencies, first aid and FGM**

	•what makes a healthy friendship and how they make people feel included •strategies to help someone feel included •about peer influence and how it can make people feel or behave •the impact of the need for peer approval in different situations, including online •strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication •that it is common for friendships to experience challenges •strategies to positively resolve disputes and reconcile differences in friendships •that friendships can change over time and the benefits of having new and different types of friends •how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable •when and how to seek support in relation to friendships.	•to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations •how to ask for, give and not give permission for physical contact •how it feels in a person's mind and body when they are uncomfortable •that it is never someone's fault if they have experienced unacceptable contact •how to respond to unwanted or unacceptable physical contact •that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they	•to recognise that everyone should be treated equally •why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •what discrimination means and different types of discrimination e.g. racism, sexism, homophobia •to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment •the impact of discrimination on individuals, groups and wider society •ways to safely challenge discrimination •how to report discrimination online	•about how resources are allocated and the effect this has on individuals, communities and the environment •the importance of protecting the environment and how everyday actions can either support or damage it •how to show compassion for the environment, animals and other living things •about the way that money is spent and how it affects the environment •to express their own opinions about their responsibility towards the environment	•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others	•to identify jobs that they might like to do in the future •about the role ambition can play in achieving a future career •how or why someone might choose a certain career •about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values •the importance of diversity and inclusion to promote people's career opportunities •about stereotyping in the workplace, its impact and how to challenge it •that there is a variety of routes into work e.g. college, apprenticeships, university, training	•how sleep contributes to a healthy lifestyle •healthy sleep strategies and how to maintain them •about the benefits of being outdoors and in the sun for physical and mental health •how to manage risk in relation to sun exposure, including skin damage and heat Stroke •how medicines can contribute to health and how allergies can be managed •that some diseases can be prevented by vaccinations and immunisations •that bacteria and viruses can affect health •how they can prevent the spread of bacteria and viruses with everyday hygiene routines •to recognise the shared responsibility of keeping a clean environment	•about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes •that for some people their gender identity does not correspond with their biological sex •how to recognise, respect and express their individuality and personal qualities •ways to boost their mood and improve emotional wellbeing •about the link between participati	•to identify when situations are becoming risky, unsafe or an emergency •to identify occasions where they can help take responsibility for their own safety •to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour •how to deal with common injuries using basic first aid techniques •how to respond in an emergency, including when and how to contact different emergency services •that female genital mutilation (FGM) is against British law[1] •what to do and whom to tell if they think they or someone they know might be at risk of FGM

		are worried about •whom to tell if they are concerned about unwanted physical contact			•to recognise unsafe or suspicious content online •how devices store and share informatio n			ng in interests, hobbies and community groups and mental wellbeing	