



THE STOKE POGES SCHOOL

Year 5 Curriculum Overview for Parents

We are delighted to share an overview of the exciting learning journey your child will follow this year. At The Stoke Poges School, we want every child to feel inspired, challenged and proud of what they achieve. Our curriculum has been carefully designed to spark curiosity, develop important skills and nurture a love of learning that will last a lifetime.

In this booklet, you will find the key themes across each subject. It is intended as a guide to help you understand what your child will be learning and to support conversations at home. We hope it also gives you a sense of the variety and creativity that make our curriculum both engaging and enjoyable.

Working in partnership with you is central to your child's success. By sharing in their learning, celebrating their progress and encouraging their interests, you play a vital role in helping them flourish.





THE STOKE POGES SCHOOL

Key Year 5 Performance Indicators

Reading	Writing	Maths
Pupils should be taught to: 1. Read aloud and understand the meaning of new words that are met linked to the expectations of Year 5 spelling Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: 2. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 3. Recommending books that they have read to their peers, giving reasons for their choices Pupils should be taught to understand what they read by: 4. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 5. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 6. Predicting what might happen from details stated and implied 7. Retrieving, recording and presenting information from non-fiction 8. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 9. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 10. Providing reasoned justification for their views	<u>Spelling</u> 1. Continue to distinguish between homophones and other words which are often confused 2. Use a dictionary to check the spelling and meaning of words 3. Use a thesaurus <u>Handwriting</u> 4. Write legibly, fluently and with increasing speed <u>Vocabulary and Grammar</u> 5. Convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify 6. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) 7. Use a range of devices to build cohesion within a paragraph, e.g. then, after, that, this, firstly 8. Use commas to clarify meaning or avoid ambiguity in writing 9. Use brackets, dashes or commas to indicate parenthesis <u>Composition</u> 10. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 11. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 12. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 13. Evaluate and edit by assessing the effectiveness of their own and others' writing 14. Ensure the consistent and correct use of tense throughout a piece of writing 15. Proofread for spelling and punctuation errors, including use of brackets, dashes or commas to indicate parenthesis 16. Use commas to clarify meaning or avoid ambiguity	<u>Number and Place Value</u> 1. Identify the value of each digit in numbers to at least 1,000,000 2. Read, write, order and compare numbers to at least 1,000,000 3. Interpret negative numbers in context; count forwards and backwards with positive and negative whole numbers, including through zero <u>Addition and Subtraction</u> 4. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) with increasingly large numbers (e.g. $12,462 - 2,300 = 10,162$) 5. Add and subtract numbers mentally with increasingly large numbers <u>Multiplication and Division</u> 6. Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers 7. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method (including long multiplication for 2-digit numbers) 8. Solve problems involving multiplication and division, including using knowledge of factors and multiples, squares and cubes 9. Solve problems involving all 4 rules of number and a combination of these 10. Solve problems involving scaling by simple rates <u>Fractions (including decimals)</u> 11. Compare and order fractions whose denominators are all multiples of the same number 12. Read and write decimal numbers as fractions, e.g. $0.71 = \frac{71}{100}$ 13. Read, write, order and compare numbers with up to 3 decimal places 14. Solve problems which require knowing % and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 <u>Measurement</u> 15. Convert between different units of metric measure (e.g. Km and m; cm and m; cm and mm; g and Kg; l and ml) 16. Measure and calculate the perimeter of composite rectilinear shapes in cm and m 17. Calculate and compare the area of rectangles (including squares), and include using standard units, cm^2 and m^2 <u>Geometry (properties of shape)</u> 18. Know angles are measured in degrees and can estimate and compare acute, obtuse and reflex angles 19. Draw given angles and measure them in degrees (o) 20. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles <u>Statistics</u> 21. Complete, read and interpret information tables, including timetables



	Earth and Space		Anglo-Saxons and Vikings		Life as a Child	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth and Space How does the moon appear to change shape?	Unbalanced forces How do parachutes work?	Mixtures and separation How do I separate a range of mixtures?	Properties and change Can I make a gas using a solid and a liquid?	Living things and their habitats How does pollination take place?	Human timeline What happens to our bodies during puberty? Making connections
History			Anglo-Saxons In what ways did the Anglo-Saxons change life in Britain?	Vikings Savages, settlers and sagas: Why can't historians agree about the Vikings?		How have children's lives changed? How have children's lives changed?
Geography	The Alps What is life like in the Alps?	Deserts Would you like to live in the desert?			Natural resources Where does our energy come from?	
Art		Drawing Depth, emotion and movement		Painting and mixed media Portraits	Craft and design Architecture	
DT	Mechanical systems - cams Moving s Solar system		Food technology - baking Bread making			Textiles – combining different fabric shapes Pencil cases
Computing	Computer systems and networks Search engines	Programming 1 Programming music	Data handling Mars Rover 1	Programming 2 BBC micro: bits	Creating media Stop motion animation	Skills showcase Mars Rover 2

Music	Mussorgsky's 'Pictures from an Exhibition' Exploring sound colours	Choral music Exploring rounds	Classic rock Exploring lyrics and melody	The sounds of the '60s Exploring lyrics and melody	That's jazz Exploring pulse and rhythm	C.21st popular music Performing together
PE	Hockey (or swimming) Dance	Netball (or swimming) Gymnastics	Gymnastics Swimming or hockey	Dodgeball Swimming or netball	Athletics OAA	Volleyball Rounders
RE	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
PSHE	Being in My World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Spanish	Describing family and friends	Spanish portraits	Sports	Spanish food and drink	A trip across Spain	Saving South America

Year 5 curriculum overview for parents and carers

Science curriculum overview

Autumn 1	Earth in space Exploring some of the key celestial bodies in our Solar System, the children will learn their names and compare their movements. They will discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They will make sundials and consider how and why humans' ideas about the universe have changed over time.	Autumn 2	Unbalanced forces Building on their knowledge of forces, the children will explore gravity, air resistance and water resistance in more depth and consider the effect of these on forces being imbalanced. They will demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. The children will test their ideas using models and compete to build the most effective pulley system.
Spring 1	Materials: Mixtures and separation The children will explore different types of mixtures and the different methods that can be used to separate them. They will dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They will design and create a water filter, sieve soil and evaporate solutions.	Spring 2	Materials: Properties and change Broadening their experiences of the properties of materials, the children will investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They will explore reversible changes, including dissolving and changes of state. The children will compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.
Summer 1	Life cycles and reproduction Studying different animals' life cycles, the children will learn about the significance of reproduction for a species' survival. They will compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. They will compare the life cycle of mammals, birds, amphibians and insects and identify key differences. They will analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change.	Summer 2	Animals, including humans: Human timeline Studying human development and changes, the children will identify key stages and consider what data may help to determine if a child is growing normally. They will describe how puberty affects girls and boys. Making connections: Does the size of an asteroid affect the size of its impact crater? The children will experiment, analyse data and draw conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create. They will apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.

Please see the learning journey and long-term plan, which can be found on the website under 'Teaching and Learning: Our Curriculum'

History and Geography curriculum overview

Autumn 1	What is life like in the Alps? The children will investigate tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. They will examine the human and physical features that attract visitors	Autumn 2	Would you like to live in the desert? The children will examine hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert. They will consider how people use desert environments and explore the environmental challenges and threats they face.
Spring 1	What changed in Britain after the Anglo-Saxon invasion? The children will understand how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. They will explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end.	Spring 2	Were the Vikings raiders, traders or something else? The children will explore the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. They will develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.
Summer 1	Where does our energy come from? The children will investigate how natural resources and energy are used in the UK and USA while learning about global time zones. They will compare renewable and non-renewable energy sources, consider their impact on people and the environment and carry out fieldwork to identify the best location for a solar panel on the school grounds.	Summer 2	How have children's lives changed? The children will examine how children's lives have changed over time by investigating leisure, health and work in the past. They will compare the experiences of Tudor and Victorian children, identify continuities and changes and evaluate the significance of Lord Shaftesbury's contribution to education and child labour reform.

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Art and DT curriculum overview

Autumn 1	Mechanical systems: Cams In order to make their moving solar system, the children will learn that mechanical systems have an input, a process and an output. They will understand how cams can be used to produce different types of movement and change the direction of movement.	Autumn 2	Drawing: Depth, emotion and movement The children will investigate how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. They will use expressive lines, shading and printmaking techniques to develop compositions that convey feeling and energy before creating a final piece influenced by their own ideas and the artists studied.
Spring 1	Food technology: Bread making The children will learn how to use utensils and equipment, including heat sources, to prepare bread. They will learn about seasonality and the source of different food products.	Spring 2	Painting and mixed media: Portraits The children will examine self-portraits by a range of artists to understand how colour, composition, materials and expression can communicate identity, personality and emotion. They will use photographs of themselves as inspiration to create mixed-media self-portraits, making thoughtful artistic choices and adapting techniques to produce a final piece.
Summer 1	Craft and design: Architecture Investigating the built environment through drawing and printmaking, the children will learn about the work of architect Zaha Hadid and Hundertwasser. They will research architectural design, explore symbolism in monuments and apply their understanding to create and present their own building design and artistic response.	Summer 2	Textiles: Combining different fabric shapes The children will learn that a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. They will look at how fabrics can be strengthened, stiffened and reinforced, where appropriate.

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Computing curriculum overview

Autumn 1	Computer systems and networks – Search engines The children will investigate how search engines work and develop effective searching skills to find relevant and accurate information online. They will explain what a search engine is, suggest several engines to use and explain how to use them to find websites and information. They will suggest that things online are not always true and recognise what to check for, explain why keywords are important and what TASK stands for, using these strategies to search effectively, recognise the terms 'copyright' and 'fair use' and combine text and images in a poster and make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.	Autumn 2	Programming 1 – Programming music The children will apply programming skills to create a soundtrack for a particular genre. They will recognise that Scratch is a coding application with music elements, predict the effects of different code blocks and explain discoveries from tinkering, code a soundtrack using sound blocks, loops and nested loops to enhance a scene, use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern, decompose a program into smaller parts and remix existing code in new projects and identify errors in a program, debug them and evaluate the effectiveness of a program.
Spring 1	Data handling – Mars Rover 1 The children will explore how the Mars Rover collects, stores and transmits data back to Earth using binary code and computer systems. They will identify some types of data the Mars Rover could collect, explain how the Mars Rover transmits the data back to Earth and the challenges involved, read any number in binary, up to eight bits, identify input, processing and output on the Mars Rover, use a column method to add two 8-bit binary numbers and relate binary signals (Boolean) to a simple character-based language, ASCII	Spring 2	Programming 2 – BBC micro: bits The children will investigate how to program the BBC micro: bit by creating interactive projects using sensors, variables and conditional statements. They will explore and test simple programs on the micro: bit, predict and describe how code will work before running it, plan and create animations using LED displays, use inputs, variables and conditions to build interactive programs, create programs that react to sensor data, such as pedometers and weather checkers, create a program that responds to real-time sensor readings and test, debug and evaluate programs by identifying and fixing problems
Summer 1	Creating media – Stop motion animation The children will develop an understanding of animation by exploring stop-motion techniques and how moving images are created. They will create a toy with simple images and a single movement, create a short stop motion with small changes between images, think of a simple story idea for their animation and then decompose it into smaller parts to create a storyboard with simple characters, make small changes to the models to ensure a smooth animation and delete unnecessary frames, add effects such as extending parts and titles and provide helpful feedback of other groups about their animations	Summer 2	Skills showcase – Mars Rover 2 The children will investigate how computers represent and process digital images through pixels, binary code and image compression. They will create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data; save a JPEG as a bitmap and recognise the difference in file size, as well as explaining how pixels are used to transfer image data; explain the 'fetch, decode, execute' cycle in relation to real-world situations. They will create a profile with a safe and suitable username and password and begin to use 3D design tools and independently take tutorial lessons, applying what they have learnt to their design and understanding the importance of using an online community responsibly

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Music curriculum overview

Autumn	Mussorgsky's 'Pictures from an Exhibition' The children will explore sound colours.	Choral music The children will explore sounds.
Spring	Classic rock The children will explore lyrics and melody.	The sounds of the '60s The children will explore lyrics and melody.
Summer	That's jazz The children will explore pulse and rhythm	Twenty-first-century popular music The children will perform music together.

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PE curriculum overview

Autumn 1	Hockey (or swimming) In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey, they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules. Dance In this unit children will learn different styles of dance, working individually, as a pair and in small groups. They will think about how to use movement to explore and communicate ideas and their own feelings and thoughts. As they work, they will develop an awareness of the historical and cultural origins of different dances. Children will be provided with the opportunity to create and perform their work.	Autumn 2	Netball (or swimming) In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In netball, they will do this by maintaining possession and moving the ball towards the goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules Gymnastics In this unit, children develop balancing, rolling, jumping and inverted movements. They will explore partner relationships such as canon and synchronisation and matching and mirroring. Children will be given opportunities to receive and provide feedback in order to make improvements to their performance. In gymnastics as a whole, they will develop performance skills considering the quality and control of their actions.
Spring 1	Hockey (or swimming) In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey, they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules. Gymnastics In this unit, children develop balancing, rolling, jumping and inverted movements. They will explore partner relationships such as canon and synchronisation and matching and mirroring. Children will be given opportunities to receive and provide feedback in order to make improvements to their performance. In gymnastics as a whole, they will develop performance skills considering the quality and control of their actions.	Spring 2	Netball (or swimming) In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In netball, they will do this by maintaining possession and moving the ball towards the goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules Dodgeball In this unit, pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
Summer 1	Athletics In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop. OAA In this unit, pupils develop a skill set that is transferable to OAA (outdoor adventurous activities). Children work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead groups and utilise negotiation skills. Children develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.	Summer 2	Volleyball In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. They will learn to place an object away from an opponent to make it difficult for them to return. They will be given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Rounders In this unit, children will develop the quality and consistency of their fielding skills and understanding of when to use them, such as throwing underarm or overarm, catching and retrieving a ball. They will expand on their knowledge of how to play different roles of bowler, backstop, fielder and batter and apply tactics in these positions.

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Spanish curriculum overview

Autumn 1	Describing family and friends in Spanish The children will learn vocabulary for family members and relationships through the use of a family tree. They will describe how family members are related and apply verbs in the third person singular to write descriptions of a family member or friend.	Autumn 2	Spanish portraits The children will investigate vocabulary for facial features and apply noun-adjective agreement with plural nouns. They will learn about famous Spanish Cubist artists, create portraits inspired by their work and use Spanish to describe the faces in their artwork.
Spring 1	Sports in Spanish The children will practise vocabulary for sports while asking and answering questions about sporting activities. They will follow instructions to play the Maya ball game, design their own original ball game and use imperative verbs to write a set of instructions explaining how to play it.	Spring 2	Spanish food and drink The children will learn how to express likes and dislikes about singular and plural foods in Spanish. They will take part in conversations about food, use clues to identify meal choices and develop their questioning skills by conducting interviews about food preferences.
Summer 1	A trip across Spain The children will discover significant cities in Spain and the landmarks that make them popular destinations. They will deepen their understanding of Spanish geography and culture while learning to use the future tense to discuss and role-play travel plans.	Summer 2	Saving South America The children will investigate the diverse geography of South America and the environmental challenges facing the region. They will examine the effects of climate change, deforestation and pollution, then create a campaign advert using comparative language to describe environmental changes over time and suggest solutions.

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RE curriculum overview

Autumn 1	Why do people have to stand up for what they believe in? The children will examine the idea of religious freedom by exploring historical and modern examples of people who have stood up for their beliefs. They will use debate and critical thinking to investigate controversial issues and consider different viewpoints on freedom of belief and expression.	Autumn 2	Why doesn't Christianity always look the same? The children will investigate the spread of Christianity around the world by exploring how geography and history have influenced Christian beliefs and practices. They will examine Bible stories, historical accounts and personal experiences to understand why Christian worship varies across different communities.
Spring 1	What happens when we die? (Part 1) The children will explore beliefs about death and the afterlife by interpreting wisdom from religious and non-religious sources. They will investigate how different people mark a death, examine beliefs about what happens after death through scripture and poetry and consider ideas about heaven and hell through art.	Spring 2	What happens when we die? (Part 2) The children will compare beliefs about what happens after death by exploring concepts such as reincarnation and enlightenment. They will examine similarities and differences between these ideas and other beliefs they have studied and express their understanding through a visual representation of enlightenment.
Summer 1	Who should get to be in charge? The children will examine how leaders are chosen in different religions by exploring the influence of family connections, personal qualities and religious traditions. They will investigate the role of laws, revelations and individual characteristics and consider what makes an effective leader.	Summer 2	Why are some places in the world significant to believers? The children will investigate why certain places are significant to different religions by using maps, photographs, texts and personal responses. They will explore what these places reveal about beliefs and culture and consider how people can visit religiously significant places respectfully, regardless of their own beliefs.

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PSHE curriculum overview

Autumn 1	Being Me in My World <i>Knowledge</i> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process <i>Social and Emotional Skills</i> • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	Autumn 2	Celebrating Difference <i>Knowledge</i> • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support regarding bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world <i>Social and Emotional Skills</i> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own
Spring 1	Dreams and Goals <i>Knowledge</i> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of jobs they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa	Spring 2	Healthy Me <i>Knowledge</i> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergencies • Know that the media, social media and celebrity culture promote certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know what makes a healthy lifestyle

	- Know ways that they can support young people in their own culture and abroad <i>Social and Emotional Skills</i> - Verbalise what they would like their life to be like when they are grown up - Appreciate the contributions made by people in different jobs - Appreciate the opportunities learning and education can give them - Reflect on the differences between their own learning goals and those of someone from a different culture - Appreciate the differences between themselves and someone from a different culture - Understand why they are motivated to make a positive contribution to supporting others		<i>Social and Emotional Skills</i> - Can make informed decisions about whether or not they choose to smoke when they are older - Can make informed decisions about whether they choose to drink alcohol when they are older - Recognise strategies for resisting pressure - Can identify ways to keep themselves calm in an emergency - Can reflect on their own body image and know how important it is that this is positive - Accept and respect themselves for who they are - Respect and value their own bodies - Be motivated to keep themselves healthy and happy
Summer 1	Relationships <i>Knowledge</i> - Know that a personality is made up of many different characteristics, qualities and attributes - Know that belonging to an online community can have positive and negative consequences - Know that there are rights and responsibilities in an online community or social network - Know that there are rights and responsibilities when playing a game online - Know that too much screen time isn't healthy - Know how to stay safe when using technology to communicate with friends <i>Social and Emotional Skills</i> - Can suggest strategies for building self-esteem in themselves and others - Can identify when an online community / social media group feels risky, uncomfortable, or unsafe - Can suggest strategies for staying safe online/social media - Can say how to report unsafe online/social network activity - Can identify when an online game is safe or unsafe - Can suggest ways to monitor and reduce screen time - Can suggest strategies for managing unhelpful pressures online or in social networks	Summer 2	Changing Me <i>Knowledge</i> - Know what perception means and that perceptions can be right or wrong - Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Know that sexual intercourse can lead to conception - Know that some people need help to conceive and might use IVF - Know that becoming a teenager involves various changes and also brings growing responsibility <i>Social and Emotional Skills</i> - Can celebrate what they like about their own and others' self- image and body-image - Can suggest ways to boost self-esteem of self and others - Recognise that puberty is a natural process that happens to everybody and that it will be OK for them - Can ask questions about puberty to seek clarification - Can express how they feel about having a romantic relationship when they are an adult - Can express how they feel about having children when they are an adult - Can express how they feel about becoming a teenager - Can say who they can talk to if concerned about puberty or becoming a teenager/adult

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