

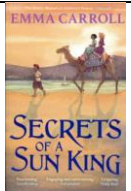

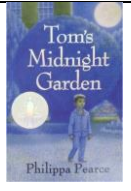







# Year 5 Big Picture Long Term Plan 2023 - 2024



## Year 5 Long Term Planning

Term	Autumn		Spring	Summer	
Topic Title	Beyond Earth	World War I	Ancient Egypt	Vikings	Sustainability
Book Links					
Lyfta Links	<a href="#">Space mission Lucy</a>	<a href="#">Why are there refugees?</a>	<a href="#">Teacher - View storyworld (id: 2332) (lyfta.com)</a> A camel's companion		<a href="#">The beekeeper</a>
Visit/ experience linked to topic	Space Centre Student Leadership Conference	New Walk Museum	New Walk Museum	A Place to Grow	Drayton Manor
UN Global Goal Links					

**Maths**



Number and Place value  
 Negative Numbers  
 Addition and Subtraction  
 Multiplication and division  
 Fractions

Multiplication and Division  
 Fractions  
 Decimals  
 Decimals and percentages  
 Perimeter and area

Statistics  
 Shape  
 Converting Units  
 Position and Direction  
 Volume

**English**

Sci-Fi Narrative - War of the Worlds  
 Non-Fiction - Newspaper Report about the Moon landing (including formality)

Poetry - Figurative Language  
 Narrative - dialogue and action  
 Non-Fiction - Recount letter as a soldier from the trenches  
 Discussion/Debate - should animals have been used in war?

Historical Novel as a theme.  
 Magazine article - Interview with Howard Carter.  
 Narrative - setting and character description

Stories from other Cultures  
 Playscript - Pyramids of Cairo (short- animated film)

Narrative - Legends.  
 Non-fiction - Non-Chronological Report

Poetry - Structured e.g. Haiku, Kennings  
 Non-Fiction -Persuasion - Radio/TV Broadcast

**Reading**

Fiction - Cosmic  
 Non-Fiction - Newspaper Articles / on-line news (Moon Landing / Elon Musk)  
 Poetry - This Rock That Rock

**Fiction** - War Horse  
**Non-Fiction** - The story of the First World War for Children.  
**Poetry** - War Poetry

**Fiction** - Secrets of a Sun King

Non-Fiction - Egyptology and Egypt  
 Magnified  
 Non-Fiction - Articles and reports about the Ancient Egyptians.

Non-Fiction - Viking Voyagers  
 Fiction - The 1000 year old boy.

**Fiction** - Tom's Midnight Garden  
**Non-Fiction** - Newspaper articles / on-line news regarding sustainability and recycling.  
**Poetry** - Be the Change

**Science**

**Physics: Earth and Space**  
National Curriculum Objectives  
 Pupils should be taught to:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the

**Chemistry: Properties and changes of materials**  
National Curriculum Objectives  
 Pupils should be taught to:

- Understand and explore the function of properties of materials.
- Understand the properties of conduction and insulation.

**Physics: Forces (Gravity and air resistance)**  
National Curriculum Objectives  
 Pupils should be taught to:

- Understand forces and mass.
- Understand Gravity as a force.
- Understand what air resistance is.

**Physics: Forces (water resistance)**  
National Curriculum Objectives  
 Pupils should be taught to:

- Understand and investigate the effect of friction.
- Understand what water resistance is and

**Biology: Living things and their habitats**  
National Curriculum Objectives  
 Pupils should be taught to:

- Understand the reproduction of flowering and non-flowering plants.
- Understand the life cycle of mammals and plants.

**Biology: Animals and Humans**  
National Curriculum Objectives  
 Pupils should be taught to:

- describe the changes as humans, develop to old age.
- Understand the stages in the growth and development of humans.

	<p>Moon relative to the Earth.</p> <ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>Understand reversible and irreversible changes.</li> <li>Explore the concept of 'dissolving'.</li> <li>Understand and explore ways to separate mixtures.</li> <li>Apply my understanding of materials and mixing to investigations.</li> <li>Apply my understanding of materials and mixing to investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate air resistance.</li> <li>Understand and investigate different mechanisms.</li> <li>Compare the different mechanisms.</li> </ul>	<p>its impact on objects.</p> <ul style="list-style-type: none"> <li>Understand that different shapes and weight determines how much water resistance there is.</li> <li>Apply my understanding of water resistance and levers to a design project.</li> <li>Revise and apply my understanding of gears and pulleys.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the life cycles of amphibians and insects.</li> <li>Understand a birds life cycle.</li> <li>Compare how reproduction rates are changing within animals.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the changes experienced in puberty.</li> </ul>
--	--	--	--	---	--	--

History	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Make connections and comparisons between the past and present through explaining and justifying my reasons.</li> <li>Justify and explain why women's roles have changed while working for</li> </ul>	<p>To understand the living conditions of soldiers in the trenches.</p> <p>To understand the causes of WWI.</p> <p>To create a timeline of the main events of WWI.</p> <p>To understand the Battle of the Somme.</p> <p>To understand life in the trenches.</p>	<p>To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>To understand some of the key achievements of the Ancient Egyptians.</p> <p>To explain what life was like for the Ancient Egyptians.</p> <p>To use different sources to learn about what life</p>		<p>To understand that history can present people as stereotypes</p> <p>To understand where the Vikings came from.</p> <p>To understand how and why the Vikings invaded Britian.</p> <p>To understand how some kings in Britian dealt with the Viking invaders.</p> <p>To understand how Vikings lived, worked and traded.</p>	
---------	--	---	--	--	---	--

	<p>NASA, past and present.</p> <ul style="list-style-type: none"> <li>Use historical enquiring skills and answer questions about a key historical figure in NASA.</li> </ul>	<p>To use historical enquiry skills to ask and answer questions about a key historical figure.</p> <p>To understand the role of women in the Home Front of WWI.</p> <p>To understand the role of animals in WWI.</p> <p>To understand and evaluate the impact of the Peace Treaty.</p>	<p>was like for the Ancient Egyptians.</p> <p>To know how to read timelines with centuries.</p> <p>To draw a timeline with different historical periods showing key historical events.</p>		<p>To understand what happened during the Viking invasions and know what Viking warriors were like.</p> <p>To identify and describe Viking artefacts.</p> <p>To know some Viking gods and what they represent.</p>	
<p>Geography</p>		<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use primary sources to understand the countries involved in WWI.</li> <li>Locate the countries involved in WWI.</li> <li>Compare the physical geography of trench locations in WWI.</li> <li>Understand and use compass points.</li> </ul>	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography: rivers.</li> <li>Understand famous rivers and the locations of them.</li> <li>Understand why people, live/lived near rivers.</li> <li>Understand the course of a river.</li> </ul>	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify the human and physical features in the local area.</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local areas.</li> <li>Understand how some of the physical and human features have changed</li> </ul>		<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>To plant trees and explain the effect that planting has on the environment.</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Identify geographical similarities and differences through the study of human and physical</li> </ul>

- |  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
|  |  |  |  | <p>over time in the local area.</p> <ul style="list-style-type: none"> <li>Name and locate geographical regions in the United Kingdom.</li> <li>Name and locate counties of the United Kingdom</li> <li>Understand physical geography by describing vegetation belts &amp; mountains.</li> <li>Identify the position and significance of equator &amp; Northern and Southern hemisphere</li> </ul> |  | <p>geography of a region of the United Kingdom.</p> <ul style="list-style-type: none"> <li>Locate human and physical geography of a region of the United Kingdom and somewhere else compare this with two different places in the UK.</li> <li>Compare human and physical geography of a region of the United Kingdom and somewhere else compare this with two different places in the UK.</li> </ul> |
|--|--|--|--|--|--|---|

Music

National Curriculum Objectives

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- develop an understanding of the history of music.

<p><b>Pulse</b></p> <ul style="list-style-type: none"> <li>• I can maintain a strong sense of pulse throughout pieces with and without syncopation.</li> <li>• I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</li> <li>• I can maintain an independent part in a group when singing or playing.</li> <li>• I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.</li> </ul>	<p><b>Voice</b></p> <ul style="list-style-type: none"> <li>• I can sing and maintain an independent part.</li> <li>• I can experiment and perform sounds made by my voice.</li> <li>• I can follow and perform a vocal piece using a graphic / notated score.</li> </ul>	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• I can use a variety of timbres and techniques when creating and playing music</li> <li>• I can confidently maintain an independent part when playing an instrument in a small group.</li> <li>• I can respond to and use musically basic symbols including Western notation.</li> <li>• I can critique my own and others' work and justify the comment.</li> </ul>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</li> <li>• I can begin to create music which demonstrates understanding of basic structure and discuss the choices made</li> <li>• I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.</li> <li>• I can listen and evaluate a range of live and recorded music from different</li> </ul>	<p><b>Music technology</b></p> <ul style="list-style-type: none"> <li>• To use voice, sounds, technology and instruments in creative ways.</li> <li>• To use and identify key features of basic musical structure.</li> <li>• To comment on and evaluate the features of own and other's music, with a focus on the structure used.</li> </ul>	<p><b>20th Century</b></p> <ul style="list-style-type: none"> <li>• To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</li> <li>• To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.</li> <li>• To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.</li> <li>• To critique own and other's work offering specific comments and justifying these.</li> </ul>
---	--	--	--	--	---

				<p>traditions, genres, styles, and times, responding appropriately to the contact.</p> <ul style="list-style-type: none"> <li>• Share opinions about own and others' music and be willing to justify these.</li> <li>• I can critique own and others' work, offering specific comments and justifying these.</li> <li>•</li> </ul>		
RE	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an.</li> <li>• Describe ways in which Muslim sources of authority guide Muslim living.</li> <li>• Make clear connections between Muslim beliefs and <i>inadah</i>.</li> <li>• Give evidence and examples to show how Muslims put their belief into practice in different ways.</li> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Leicestershire today.</li> <li>• Consider and weigh up the value of submissions, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</li> </ul>	<p><b>Why do people believe that Jesus is the Messiah?</b></p> <ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation, and Messiah, using theological terms.</li> </ul>	<p><b>What does it mean if Christians believe that God is holy and loving?</b></p> <ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using</li> </ul>	<p><b>Why is the Torah so important to Jewish people?</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God.</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> <li>• Make clear connections between Jewish commandments and how Jews live.</li> </ul>	<p><b>Christians and how to live: What would Jesus do?</b></p> <p><b>Why do some people believe in God and some people don't?</b></p> <ul style="list-style-type: none"> <li>• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</li> <li>• Identify and explain what religious and non-religious people believe about God, saying where they</li> </ul>	

- Reflect on and articulate what it is like to be Muslim in Britain today, giving good reasons for their views.

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

theological terms.

- Make clear connections between Bible texts studied and what Christians believe about God.
- Show how Christians put their beliefs into practice in worship.
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways.
- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.
- Consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.

get their ideas from.

- Give examples of reasons why people do or do not believe in God.
- Make clear connections between what people believe about God and the impact of this belief on how they live.
- Give evidence and examples to show how Christians sometimes disagree about what God is like.
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.
- Consider and weigh up difference views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.



						<ul style="list-style-type: none"> <li>• Make connections between belief and behaviour in their own lives, in light of their learning.</li> </ul>
Computing	<p>Computing systems and networks -Sharing Information</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities</li> </ul>	<p>Creating Media – Vector Drawing</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p>Creating Media – Video Editing</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</li> </ul>	<p>Data and Information – Flat File Databases -</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Programming A – Selection in Physical Computing</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Usequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital</li> </ul>	<p>Programming B – Selection in quizzes</p> <p>Pupils should be taught to</p>

devices to design and create a range of programs, systems and content that accomplish given goals.

**Art**

**National Curriculum Objectives**

**Pupils should be taught to:**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] about great artists, architects and designers in history.

**The Great Wave**

- Explore the printing technique, work and world of Japanese artist Katsushika Hokusai with a focus on The Great Wave (1830)
- Identify and draw features of the natural world and use marks and lines to add detail and texture
- Compare a variety of wave representations by artists (Claude Monet, Pierre-Auguste Renoir, William Turner, Vanessa Mae) to

**A view from above**

- Know how to use digital media (Google Earth) and view an object from an aerial perspective.
- Understand the term 'abstract'.
- Know about the artist Yann Arthus-Bertrand and his work in aerial photography.
- Appraise and improve their work by re-looking back at their own sketches.
- Learn how to enlarge their drawing using the grid method.
- Understand how to move from 2D to 3D in their artwork.

**Birds in Ancient Egypt**

- Learn about Ancient Egyptian art with a focus on the symbolism of birds.
- Investigate sketching birds in motion and birds in still frame from a photo.
- Understand a profile image and sketching birds mainly in profile.
- Investigate using negative spaces and the effect of contrasting lighter areas with darker areas to develop depth in drawings.
- Make observational sketches and develop tone and shading.
- Make preliminary sketches in preparation for a clay etching in the style of an Ancient Egyptian stone carving.
- Develop clay making techniques including slips, rolling, carving and decoration.
- 

**Viking Inspired Tessellation**

- Know how to produce a repeating pattern and understand composition.
- Understand the terms 'rotation' and 'tessellation' by looking at repeated patterns by M.C. Escher.
- Know about the 6 different styles found in Viking art.
- Appraise and improve their work by re-looking back at their own sketches.
- Develop their knowledge of watercolour and create different tones.
- Develop their understanding of tone

**Expression and Emotion**

- Learn about the artist, Edvard Munch and his link to Expression is
- Investigate the Brücke group and discuss Expressionism artists.
- Know how to appraise art and research an artist and know their key works.
- Know how to mark make in an expressionistic way and use different tools and techniques to create effects.
- Reflect on their art journey and explain how an image makes them feel.

	<p>inspire their own work</p> <ul style="list-style-type: none"> <li>• Know how to create an accurate print design following criteria</li> <li>• Know how to create a printing block in two ways, using string and styrofoam</li> <li>• Know that this method of printing requires a thick printing ink</li> <li>• Know how to combine a print with other media</li> <li>• Use the string block to create a wax resist image (wax candle and watercolour) and print</li> <li>• Use printing tools, appropriate pressure and control to create clean prints</li> </ul>			<p>and shading during initial sketches.</p> <ul style="list-style-type: none"> <li>• Understand how to produce a repeating pattern/tessellation in the style of M.C. Escher.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to sketch a portrait showing emotion and how to create tension in a piece.</li> <li>• Develop use of charcoal, pastel and oil pastel techniques.</li> </ul>	
DT			<p>Moving buggies Generate, develop, model and communicate their ideas through discussion, annotated</p>		<p>Clay building - Vikings boat Design: use research and develop design criteria to</p>	<p>Baking skills - sustainability fruit and vegetables</p>

			<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>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</p> <p>Make · select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Evaluate · evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Make: select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
P.E	<p>Swimming and Tag Rugby</p> <p>Follow rules and play more challenging team games.</p> <p>Explain, evaluate and develop ideas</p> <p>Choose tactics/a suitable strategy to cause problems for the opposition.</p> <p>Apply tactical Knowledge effectively in attacking and defending situations.</p> <p>Use and adapt tactics, choosing the most effective</p>	<p>Football and Dodgeball</p> <p>Follow rules and play more challenging team games</p> <p>Explain, evaluate and develop ideas</p> <p>Choose tactics/a suitable strategy to cause problems for the opposition.</p> <p>Apply tactical Knowledge effectively in attacking and defending situations.</p> <p>Use and adapt tactics, choosing the most effective ones for different situations.</p>	<p>Basketball and Gymnastics</p> <p>I can create a fluid routine I can vary the height and speed of movement</p> <p>I can combine movement and balance</p> <p>I can work independently and collaboratively I can create and perform a complex sequence. (Change speed, direction and height when travelling.</p> <p>I have good core strength and good stability</p>	<p>Hockey and Outdoor &amp; adventurous activities</p> <p>Follow rules and play more challenging team games</p> <p>Explain, evaluate and develop ideas</p> <p>Choose tactics/a suitable strategy to cause problems for the opposition.</p> <p>Apply tactical Knowledge effectively in attacking and defending situations.</p>	<p>Athletics and Striking &amp; fielding</p> <p>Use different techniques and skills to pass in ball games.</p> <p>Use different techniques and skills to dribble in ball games.</p> <p>Use different techniques and skills to travel in ball games.</p> <p>Use different techniques and skills to shoot in ball games.</p> <p>Select and perform combinations of sending and striking skills with</p>	<p>Tennis and Cricket</p> <p>Use different techniques and skills to pass in ball games.</p> <p>Use different techniques and skills to dribble in ball games.</p> <p>Use different techniques and skills to travel in ball games.</p> <p>Use different techniques and skills to shoot in ball games.</p> <p>Select and perform combinations of sending and striking skills with</p>

	ones for different situations.		<p>I can use whole body when moving</p> <p>I can adapt movements and balances to routines</p>	<p>Use and adapt tactics, choosing the most effective ones for different situations.</p> <p>I can work effectively as a team</p> <p>I can solve problems</p> <p>I can evaluate my performance</p> <p>I can plan routes</p> <p>I can orientate a map</p> <p>I can lead a group in problem solving.</p>	<p>confidence, accuracy and consistency</p> <p>I can understand how power is developed</p> <p>I can understand how power and stamina impros performance .</p> <p>I can keep a pace over a long distance.</p> <p>I can use an appropriate pace over long distance and sprints.</p>	<p>confidence, accuracy and consistency</p>
--	--------------------------------	--	---	---	---	---

PSHE	<p>What makes up a person's identity?</p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that</li> </ul>	<p>What decisions can people make with money?</p> <ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> </ul>	<p>How can we help in an accident and emergency?</p> <ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about</li> </ul>	<p>How can friends communicate safely?</p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> </ul>	<p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> </ul>	<p>What jobs would we like?</p> <ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college,</li> </ul>
------	--	---	---	--	--	--

	<p>gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others</p>	<ul style="list-style-type: none"> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	<p>what has happened to an adult or the emergency services</p>	<ul style="list-style-type: none"> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p>apprenticeships and university</p> <ul style="list-style-type: none"> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>
French	<p><b>On the Move</b></p> <ul style="list-style-type: none"> <li>• use the correct article to precede a noun according to gender;</li> </ul>	<p><b>All About Town</b></p> <ul style="list-style-type: none"> <li>• locate some of France's key cities;</li> <li>• say in French what amenities or features are found in their own town;</li> </ul>	<p><b>Going Shopping</b></p> <ul style="list-style-type: none"> <li>• Choose the correct form when changing le to du; la to de la and les to des.</li> </ul>	<p><b>Where in the World?</b></p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> </ul>	<p><b>What's the time?</b></p> <ul style="list-style-type: none"> <li>• Say and write a sentence to tell the time (o'clock);</li> <li>• count in fives to at least 30;</li> </ul>	<p><b>Holidays and Hobbies</b></p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary</li> </ul>

- use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;
- give and respond to simple movement/direction instructions;
- give simple directions by substituting vocabulary as necessary;
- follow simple directions to find a place on a map.

- use multiples of ten and number operations to do simple calculations;
- vary sentences about asking and giving simple addresses;
- use a bilingual dictionary with increasing confidence to translate French-English and vice versa.

- Use adjectives (colours) and place them after the noun

- write an answer in a sentence using the topic vocabulary;
- use an English/French dictionary to translate from English to French.

- understand and use the terms avant and après;
- answer questions about a TV schedule.

- write an answer in a sentence using the topic vocabulary;
- present ideas and information orally to a range of audiences.