St Paul's CE Academy
Curriculum Map 2023-2024

Year 5

Learning Journey Topic	What is coastal erosion?	Vikings	How do volcanoes affect the lives of people of Hiemaey?	Childhood in Victorian Britain	Why are mountains so important?	Crime and Punishment
WOW	Video	Beowulf	Space VR	Victorian Visit	Invite Mr White re. climbing Kilimanjaro	Court Visit
Finale	Beach visit	Viking Day	Video- making	Victorian Cooking	Outdoor learning around life cycles	Invite Police in to talk.
Linked curriculum areas	Geography, English	English, History	English, Geography	English, History	English, Geography	English, History
Discrete subjects	PE, RE, PSHE, Science	PE, RE, PSHE	PE, RE, PSHE, Science	Music, PE, RE, PSHE	Music, PE, RE, PSHE	Music, PE, RE, PSHE
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality Texts	Floodland – By Marcus Sedgwick. Newspaper reports on natural disasters	Viking Boy - Tony Bradman Information text about dragons	Cosmic – Frank Cottrell-Boyce Information text about planets	Street Child – Berlie Doherty Information text about Victorian childhood jobs/workhouses	When the Mountains roared – Jess Butterworth Everest: the remarkable story	Black Powder – Ally Sherrick The Highwayman
English – Writing outcomes	**Floodland- Futuristic story** Description Recounts Narrative (suspense/tension) **Newspaper reports about natural disasters** **Purpose -** To inform **Form –**Journalistic writing/newspaper	**Viking Boy** **Story Type -** Chapter of historical adventure **Purpose -**To entertain **Focus:** Setting Description Dialogue Action **Information text about dragons** **Purpose -**To inform **Form –**Non-chronological report	**Cosmic** (link to science topic) **Story Type -** Science fiction adventure **Focus** Character Description Narratives Writing in role Letter writing (informal, personal) **Information text about planets** **Purpose -**To inform **Form -** Non-chronological report	**Street child** **Story Type -** Historical fiction **Purpose -** To entertain **Focus** Dialogue Description Dilemma **Information text about Victorian childhood jobs/workhouses** **Purpose -** To persuade **Form -** Formal persuasive letters Balanced argument (linked to workhouses) Job adverts	**When the Mountains roared – Jess Butterworth** **Story Type -** adventure **Form -**descriptive techniques Variety of sentence openers **Everest: the remarkable story** **Purpose-** to inform **Form** Biography Informal letters	**Black Powder – Ally Sherrick** **Story Type -** Historical story with tension **Focus -** Character building tension The Highwayman **Purpose -** To inform **Form** Newspaper report Letter
Grammar	Sentence structures: simple, compound and complex Types of sentences (2A and 3 ED) Expanded noun phrases and openers.	Dialogue -ing openers Relative clauses Parenthesis ()	Embedded relative clauses	-ed/ -ing verb openers	Modal verbs; ISPACED openers	Hyphenated words Semi-colons

Handwriting and Presentation	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent
Destination Reader	**Journey to the River Sea – Eva Ibbotson** Range of DR strategies and skills	**Beowulf – Michael Morpurgo** Range of DR strategies and skills	**The Jamie Drake Project** Range of DR strategies and skills	**The Vanishing Trick – Jenni Sprangler** Range of DR strategies and skills	**Echo Mountain – Lauren Wolk** Range of DR strategies and skills	**Holes – Louis Sacher** Range of DR strategies and skills
Maths Number (including problem solving, using & applying in context) (60% of each term)	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.	To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. To divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context. To multiply and divide numbers mentally drawing upon known facts. To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. To compare and order fractions whose denominators are all multiples of the same number. To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. To read and write decimal numbers as	Negative numbers, and solving problems involving numbers. To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. To solve problems involving numbers up to three decimal places.. To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements > 1 as a mixed number: 2/5 + 4/5 = 6/5 = 11/5. To add and subtract fractions with the same denominator and multiples of the same number.	To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. To divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context. To solve problems involving addition, subtraction, multiplication and division and a combination of these,	Negative numbers and Roman numerals To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. To divide numbers up to 4 digits by a one-digit number using the efficient written	**EOY Priority** To add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. To multiply and divide numbers mentally drawing upon known facts. To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. **To solve problems involving multiplication and division where larger numbers are**

	Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	fractions (for example, 0.71 = 71/100). To read, write, order and compare numbers with up to three decimal places. To read and write decimal numbers as fractions (for example, 0.71 = 71/100). To round decimals with two decimal places to the nearest whole numbers and to one decimal place. To recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents. To solve problems involving number up to three decimal places.	To multiply and divide numbers mentally drawing upon known facts. To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. To multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers. To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). To calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.	including understanding the meaning of the equals sign. To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements > 1 as a mixed number: 2/5 + 4/5 = 6/5 = 11/5. To add and subtract fractions with the same denominator and multiples of the same number. To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. To recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction.	method of short division and interpret remainders appropriately for the context. To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements > 1 as a mixed number: 2/5 + 4/5 = 6/5 = 11/5. To add and subtract fractions with the same denominator and multiples of the same number.	**used by decomposing them into factors.** To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. To read, write, order and compare numbers with up to three decimal places. **To read and write decimal numbers as fractions e.g. 0.71 = 71/100,** **8.09 = 8 + 9/?** To recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents. To round decimals with two decimal places to the nearest whole numbers and to one decimal place. **Compare and order fractions whose denominators are all multiples of the same number.** **Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.**
Measurement			To convert between different units of measure (kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram;	To convert between different units of measure (kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and	To estimate volume (e.g. using 1 cm3 blocks to build cubes and cuboids) and capacity (e.g. using water).	To measure and calculate the perimeter of composite rectilinear shapes

Geometry/ Shape and space						

			litre and millilitre). To understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints. To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	gram; litre and millilitre). To understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints. To estimate volume and capacity To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling	To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling To solve problems involving converting between units of time.	in centimetres and metres. To calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes. **To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.**
Geometry/ Shape and space		To distinguish between regular and irregular polygons based on reasoning about equal sides and angles. To use the properties of rectangles to deduce related facts and find missing lengths and angles. To identify 3D shapes including cubes and cuboids from 2D representations.	To identify, describe and represent the position of a shape following a reflection or translation using the appropriate language, and know that the shape has not changed		To know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles To draw given angles, and measure them in degrees (°). To identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and $^{1}/_{2}$ a turn (total 180°) other multiples of 90°. To use the properties of a rectangle to deduce related facts and find missing lengths and angles. To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	

Statistics			To complete, read and interpret information in tables, including timetables.		To solve comparison, sum and difference problems using information presented in a line graph.		To complete, read and interpret information in tables, including timetables. To solve comparison, sum and difference problems using information presented in a line graph.
Science	**Animals including Humans – changes to humans as they develop to old age** Current Scientist: Dr Aarti Sehdev Dr Steve Jones (Geneticist)	**Materials** Current Scientist: Rafsan Chowdhury Dr Raquel Prado Spencer Silver, Arthur Fry and Alan Amron (Post-It Notes)	**Space** Historical Scientist: Galileo **Claudius Ptolemy and Nicolaus Copernicus** (Heliocentric vs Geocentric Universe) **Neil Armstrong** (First man on the Moon) **Helen Sharman** (First British astronaut) **Tim Peake** (First British ESA astronaut)	**Forces** Historical Scientist: Andre Marie Ampere Isaac Newton (Gravitation) Archimedes of Syracuse (Levers) John Walker (The Match)	**Animals and their habitats** – comparing life cycles, reproduction of some plants and animals. Current Scientist: Tanesha Allen David Attenborough (Naturalist and Nature Documentary Broadcaster)	**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments
Computing	E-safety and word processing - Creating a word document. - Editing a word document.	Digital media. - Understand how drawing tools are used.	We are artists	We are web developers	We are bloggers	We are architects

	Col1	Col2	Col3	Col4	Col5	Col6
	- Copying and pasting information and digital images. - Saving documents in the correct files.	- Create vector drawings. - Using different online tools to aid my drawings. - Group objects using an online program.	Create simple tessellations using Inkscape. Make more complex tessellations. Use Scratch to create Islamic-style art. Use Inkscape to create art in the later style of Bridget Riley. Use Inkscape to create art in the early style of Bridget Riley. Create landscapes in Terragen Classic.	Discuss ideas for creating your website. Learn how Search works. Build your web pages. Add artwork, audio and video to your pages. Review, and help improve, each other's pages. Collect final feedback and publish your site.	Find out what makes a good blog. Write a blog post. Comment on one another's blog posts Add images to a blog post. Insert audio or video to a blog post. Write blog posts about an event as it happens!	Explore art galleries. Create a sculpture using SketchUp. Start work on your virtual gallery. Add furniture to your gallery. Put your artwork into your gallery. Create a virtual tour of your gallery.
ICT Skills	See above	See above	See above	See above	See above	See above
E-Safety Lesson plans saved on planning	To understand the potential risks associated with divulging personal information to people they do not know, especially people they have met online.	To develop an awareness of the potential dangers of using mobile phones be able to take appropriate action.	Be aware of the potential impact of cyberbullying and help them reflect on their own online behaviours.	Be aware of the potential impact of cyberbullying and help them reflect on their own online behaviours.		
History		**Vikings** • I can explain what life was like in Britain before the Viking invasion. • I can demonstrate an understanding of the Viking invasion of Britain and the tools they used to be successful. • I can summarise what Viking settlements were like and explain the impact of these on the Anglo-Saxons. • I can explain who 'King Alfred' was and why he was seen as great. • I can make an informed judgement on King Alfred. • I can explore and explain what Viking life in Britain was like and summarise how this came to an end • I can summarise how Britain became a unified country.		Children in Victorian Britain. • I can make reasoned judgements about what life was like for children. • I can explain what life was like for poor children. • I can evaluate changes that took places in the 19th century for children. • I can compare schooling from the Victorian and modern time periods. • I can investigate leisure time during the Victorian period. • I can explain what daily life was like.		Crime and Punishment. • I can discuss broad trends of crime and punishment from the Romans to the 21st Century. • I can demonstrate an understanding of crime and punishment in the Roman period. • I can demonstrate an understanding of crime and punishment in the Anglo-Saxon and Viking period. • I can demonstrate an understanding of medieval crime and punishment. • I can demonstrate an understanding of crime and punishment early modern period.
Geography	- **Identify** and **describe** how physical features of rivers change from source to mouth; - Offer **reasons** to **explain** why the course of a river changes as it flows from higher to lower ground; - Use OS maps, aerial photographs and	•	During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: • **Identify**, **recognise** and **describe**, using appropriate		• **Identify**, **locate**, **describe** and **explain** the tourist attractions of the Cambrian Mountains by **interpreting** and **making judgements** from evidence presented on Ordnance Survey maps;	

	GIS to **recognise**, **describe**, **compare and contrast** and **explain** how physical features change along the course of a river; - Use a range of fieldwork techniques to **measure**, **record** and **present** and **explain** changes along a section of a local river and to **reach a conclusion** as		subject vocabulary, where Saethor takes his dog Tiry for a walk each day; • **Identify**, **describe** and and **compare and contrast** the countries of Europe; • **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; • **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; • **Understand** how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; • **Understand** the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails; • Make a **reasoned geographical judgement**, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.		• **Evaluate** a range of evidence to make a **judgement** as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago; • **Understand** that even 'green' and 'renewable' energy schemes will have environmental costs, **evaluate** both sides of an argument and make a **judgement** about the most appropriate way forward; • **Understand** why Scotland is an attractive winter sports centre. • **Recognise**, **identify** and **explain** what geographers define as mountains and **understand** how this can lead to disagreements; • **Identify**, **locate** and **describe** the location of the largest ranges of mountains in the world and the countries that they cover; • **Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains; • Demonstrate that they **understand** how fossils form and can **explain** why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953; • **Identify**, **describe**, **compare and contrast** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; • **Reflect** upon, **evaluate** evidence and reach a **conclusion** and	

					judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; **Measure, record, compare and contrast** climate data for Derek's farm with where they live and begin to offer **reasons** for their **observations**	
Art	Seascapes, painting and collage. Creating colour palettes based on the natural and manmade world.	Space • Look at space pictures such as different galaxies • Practise different line making techniques • Explore use of line making and blending with pastels • Create space pastels • Evaluate own work and that of others • Clay planets (forest schools)	•		Seascapes Key skills • Study the work of well-known artists (context: seascapes). • Explore Seascapes through different artistic mediums. • Use watercolours to create Seascapes. • Add depth to work through collage (embellishments). Understand and explain coastal erosion through painting.	
Design Technology	N/A	Create our own space food • To explore what space food is. • To understand what nutrients your body needs • Evaluate which foods are best suited for space flight and what makes food suitable for space flight • Develop packaging for the suitable foods for space flight (sterile, small, lightweight) • To taste test and evaluate space food and create our own.				
Music	Ukelele lessons. Play chords on the ukulele clearly and accurately.	Ukelele lessons. Play a simple chord progression with accuracy and fluency.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Play a simple chord progression with increasing accuracy and	Ukelele lessons. Play chords on the ukulele clearly and accurately. Play a simple chord progression with increasing accuracy and	Ukelele lessons. Play chords on the ukulele clearly and accurately. Perform with accuracy and fluency from graphic and simple staff notation.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Perform with accuracy and fluency from graphic and simple staff notation.

			fluency.

Perform with accuracy and fluency from graphic and simple staff notation. | fluency.

Perform with accuracy and fluency from graphic and simple staff notation. | Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others

Perform by following a conductor's cues and directions.

Songwriting:
Write lyrics for 2 line verse and 2 line chorus from a given stimulus.

Compose accompaniment to lyrics using known chords on the ukulele. C,F,G7, Am, C7 | Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others

Perform by following a conductor's cues and directions.

Songwriting:
Write lyrics for 2 line verse and 2 line chorus from a given stimulus.

Compose accompaniment to lyrics using known chords on the ukulele. C,F,G7, Am, C7 |
| Religious Education | What does it mean if Christians believe God is Holy and loving?

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.

PSALM 103

ISAIAH 6

1 JOHN 4:7-13

PROVERBS 6: 16-19

LUKE 23:33–34 | Why do Christians believe Jesus is the Messiah?

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

Isaiah 7 14

Isaiah 9 6-7

Isaiah 11 1-5

Micah 5 2

Matt 1 18 – 2 12. | • Why do Hindus try to be good?

Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.

Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. | • What do Christians believe Jesus did to save people?

Weigh up the value and impact of ideas of sacrifices in their own lives and the world today.

Articulate their own response to the idea of sacrifice, recognising different points of view. | • Why do some people believe in God and some people not?

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 different ways on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.
Make connections between belief and behaviour in their own lives, in the light of their learning. | • How do Christians decide how to live and what would Jesus do?
Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.

Articulate their own responses to the issues studied, recognising different points of view |
| P.E | • OAA (badminton) | • Gymnastics | • Dance | • Hockey | • Athletics | • Cricket |
| PSHE/ RSHE/ Equality and Diversity | My Year Ahead
I can face new challenges positively and know how to set personal goals

Being me in Britain
I understand my rights and responsibilities as a British citizen | Different cultures
I understand that cultural differences sometimes cause conflict

Racism
I understand what racism is | When I grow up
I understand that I will need money to help me achieve some of my dreams

Investigate Jobs and Careers
I know about a range of jobs | Smoking
I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

Alcohol | Recognising Me
I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities

Getting on and falling out | Self and Body Image
I am aware of my own self-image and how my body image fits into that

Puberty for Girls
I can explain how a girl's body |

	Year 5 Responsibilities I understand my rights and responsibilities as a British citizen and a member of my school Rewards and Consequences I can make choices about my own behaviour because I understand how rewards and consequences feel Our Learning Charter I understand how an individual's behaviour can impact on a group Owning our Learning Charter I understand how democracy and having a voice benefits the school community and know how to participate in this	Rumours and name- calling I understand how rumour-spreading and name-calling can be bullying behaviours Types of bullying I can explain the difference between direct and indirect types of bullying Does money matter? I can compare my life with people in the developing world Celebrating difference across the world I can enjoy the experience of a culture other than my own	carried out by people I know and have explored how much people earn in different jobs My Dream Job I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Dreams and Goals of Young people in other cultures I can describe the dreams and goals of young people in a culture different to mine How we can support each other I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other Rallying support I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Emergency Aid I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations Body Image I understand how the media and celebrity culture promotes certain body types My relationship with food I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures Healthy Me I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Girlfriends and Boyfriends I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean Relationships and Technology I understand how to stay safe when using technology to communicate with my friends I can explain how to stay safe when using technology to communicate with my friends	changes during puberty and understand the importance of looking after yourself physically and emotionally Puberty for Boys I can describe how boys' and girls' bodies change during puberty Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby Looking Ahead I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) Looking Ahead to Year 6 I can identify what I am looking forward to when I am in Year 6
Community links Wider community	Fire safety talk					Church visit
Foreign Languages	All about me	Animals	Weather and seasons	school	Food and drink	Sports