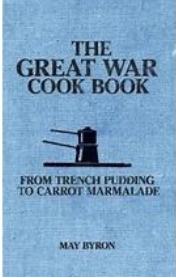

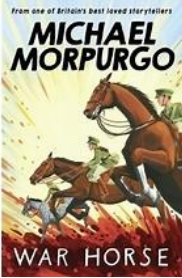

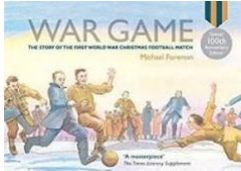
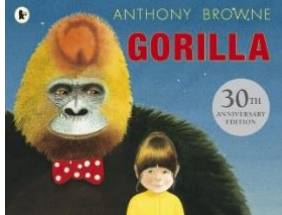
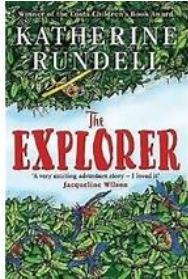
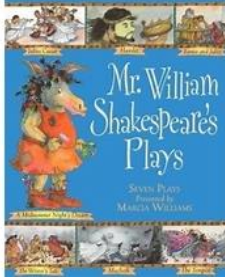




Year 5 Long Term Curriculum Plan  
Radnor House Prep School

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## Year 5 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Farm to Fork  Sustainability		Zero to Hero		Create and Innovate	Create and Innovate
Quality Texts	 <p>THE GREAT WAR COOK BOOK</p> <p>FROM TRENCH PUDDING TO CARROT MARMALADE</p> <p>MAY BYRON</p> <p>Recipe books</p> <p>Instructions</p>  <p>WAR HORSE</p> <p>War Horse</p> <p>By Michael Morpurgo</p>	 <p>WAR HORSE</p> <p>War Horse</p> <p>By Michael Morpurgo</p>  <p>One Boy's War</p> <p>One Boy's War</p> <p>By Lynn Huggins Cooper</p>  <p>WAR GAME</p> <p>War Game</p> <p>By</p>	 <p>GORILLA</p> <p>Gorilla</p> <p>By Anthony Browne</p>  <p>THE EXPLORER</p> <p>The Explorer</p> <p>By Katherine Rundell</p>	 <p>Mr. William Shakespeare's Plays</p> <p>Mr. William Shakespeare's plays – focus on Macbeth</p> <p>Also:</p> <p>Poetry (Poems on a theme)</p> <p>Explanation texts</p>		

		Michael Foreman				
English (possible writing outcomes)	<p>Instructions:</p> <ul style="list-style-type: none"><li>• Write recipes using chronological order</li><li>• Using imperative verbs</li><li>• Using time connectives</li></ul>	<p>War Horse</p> <ul style="list-style-type: none"><li>• Using direct speech</li><li>• Using play scripts</li><li>• Summarising information</li><li>• Writing using first person</li><li>• Empathising</li><li>• Use of expanded noun phrases</li></ul>				

<b>Writing skills:</b>	<b>Words/ Vocabulary:</b> Develop use of modality degrees of possibility using a range of modal verbs: might, should, will, must. adverbs: perhaps, surely Use empty words to add suspense: something, no one, some one Introduce: Metaphor: Emmy was a mouse in class: she never answered any questions. Personification: The palm trees wave goodbye. Onomatopoeia: The water gurgled into a crack in the rocks. Develop the use of technical language as appropriate. Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re	<b>Sentence structure:</b> Developing sentence starters: Expanding adverbials, Early one misty morning... Far beyond the forbidding mountain peaks... Expanding ed starters: Paralysed by fear, Bruno gazed at the soldiers. Power of three: Long, long ago, before your time and mine... Silently, cautiously, yet determined... Embedding ed and ing clause: Dan, tired of waiting, dived into the cool, inviting water. The witch, cackling hideously, snatched the golden bag. Varying sentence length for meaning and effect. Experiment with order in sentences for impact: Sobbing piteously, she ran out of the crowded room. She ran out of the room, sobbing piteously.	<b>Text structure:</b> Narrative: Use different ways of opening a story. Use flashbacks as appropriate. Use changes in time, place and events to link ideas across paragraphs. Use connecting adverbs and other cohesive devices to link ideas within paragraphs. Non-narrative: Clear structure: Introductory opening which engages the reader and makes the purpose of the text explicit. Middle section, giving information – paragraphed appropriately, with ideas linked in and across paragraphs Ending which appeals to the reader. Writer's viewpoint clear and maintained throughout.	<b>Punctuation:</b> Use of brackets. Secure use of commas. Use of colon following character's name in a play script. Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
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		Use of rhetorical questions. Relative clauses beginning with <i>who, which, where, why</i> , or <i>whose</i> or an omitted relative pronoun. Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i> ) or adverbs (e.g. <i>perhaps, surely</i> )		
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<b>Reading skills:</b>	<b>Word reading / Vocabulary:</b> Continue to read challenging texts beyond those used in school and have the stamina to finish them. Read rapidly using skimming and scanning techniques to locate information. Apply their growing knowledge of root words, prefixes and suffixes.		<b>Inference / Prediction / Making links:</b> Compare writers’ different styles and evaluate their effectiveness. Compare books with the same themes and evaluate them. Summarise key information from both fiction and non-fiction books Make predictions from details stated and implied. Make comparisons within and across books. Recommend books that they have read for their peers. Draw inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying. Summarising the main ideas.		<b>Explanation / Comprehension:</b> Deepen and extend responses to books by reviewing initial ideas and by listening to others’ opinions. Support responses with evidence from the text and explain why the evidence proves the point. Critically analyse how the writer’s use of language has been used to create an effect on the reader. Evaluate the impact of the use of language. Recognise that the style of a writer is developed through the use of vocabulary and language choices and literary techniques. Discuss and evaluate how authors use of language impact on the reader. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to them and build on their own and other’s ideas and challenge views courteously.	
<b>Maths</b>	Number: Place Value Number: 4 Operations Number: Fractions Number: Decimals Geometry: Angles		Geometry: Area and Perimeter Geometry: Reflections and Translations Number: Decimals and Percentages Geometry: Volume and Surface area		Number: Ratio Statistics: Data Number: Sequences Measurement: Time Measurement: Converting units	
	<b>Skills:</b> Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. This will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children with also take part in active maths, involving PE within their lessons.					
<b>Science</b>	Animals including humans – birth to old age, reproduction	Living things and their habitats –	Properties and changes of materials – dissolving and Mixing	Forces – gravity, resistance, Mechanisms	Earth and space	Earth and space

		life cycles	<p>Lesson 1: What are the properties of different materials</p> <p>Lesson 2: Which of these materials is a conductor and is attracted to a magnet</p> <p>Lesson 3 and 4: What solids dissolve in water.</p> <p>Lesson 5 and lesson 6: How can we separate materials that have been mixed.</p> <p>7: Can some changes of materials be reversed?</p>	<p>Lesson 1: What is gravity</p> <p>Lesson 2: To identify and explain the effects of air resistance.</p> <p>Lesson 3: To identify and explain the effects of water resistance.</p> <p>Lesson 4 and 5: Which shoes have most friction</p> <p>Lesson 6: What is the effect of a lever on lifting a weight.</p>		
	<p><b>Skills:</b></p> <p>Make a series of observations, comparisons and measurements with increasing precision</p> <p>Select apparatus for a range of tasks, plan to use apparatus effectively begin to make repeat observations and measurements</p> <p>Use previous knowledge and experience combined with experimental evidence to provide scientific explanations</p> <p>Recognise the key factors to be considered in carrying out a fair test</p> <p>Make predictions based on their scientific knowledge and understanding, draw conclusions that are consistent with the evidence</p>					

<b>History</b>	<p>WW1 - links to farm to fork- rationing</p> <p>Lesson 1- When was WW1, why did WW1 start and who was involved in WW1.</p> <p>Lesson 2-What were the Trenches?</p> <p>Lesson 3- What materials and weapons were used in</p>			<p>Y5-Victorians-</p> <p>Lesson 1- What and when were the Victorian times?</p> <p>Lesson 2-What major changes took place during this period?</p> <p>Lesson 3- What was life like during the Victorian times? Why did people move to towns when life was so hard there?</p>	Year 5 victorians – inventions	
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	<p>WWI?</p> <p>Lesson 4- What was rationing and why was it important?</p> <p>Lesson 5- What were the roles of women in WWI?</p> <p>Lesson 6- What propaganda was used during WWI?</p> <p>Lesson 7- What was the Battle of the Somme?</p> <p>Lesson 8- When did the war end and what was the treaty of Versailles?</p> <p>Lesson 9- Research and project</p> <p>Trip to the national war museum</p>			<p>Lesson 4- What was life like for Victorian children?</p> <p>Lesson 5- Research and project.</p> <p>Trip- Gunnersbury park museum?</p>		
	<p><b>Skills:</b></p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>- Know and sequence key events of time studied</li> <li>- Use relevant terms and period labels</li> <li>- Make comparisons between different times in the past</li> </ul> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> <li>- Study different aspects of different people differences between men and women</li> <li>- Examine causes and results of great events and</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources</li> <li>- Use evidence to build up a picture of a past event</li> <li>- Select relevant sections of information</li> <li>- Use the library and internet for research with increasing confidence</li> </ul> <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> <li>- Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of events</li> </ul>					

	<ul style="list-style-type: none"><li>- the impact on people</li><li>- Compare life in early and late 'times' studied</li><li>- Compare an aspect of lie with the same aspect in another period</li></ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"><li>- Recall, select and organise historical information.</li><li>- Communicate their knowledge and understanding.</li></ul>					
Geography			<p><b>Y5- Coasts</b> Lesson 1- What are coasts and where can coasts be found?</p> <p>Lesson 2- Why are coasts constantly changing?</p> <p>Lesson 3- What is erosion and deposition?</p> <p>Lesson 4- How are coasts managed?</p> <p>Lesson 5- What are the different types of beaches?</p> <p>Lesson 6- Where in Britain are popular coastal locations?</p> <p>Research and project- homework?</p> <p>Hamilton trust has a unit</p>		Asia compare counties and compare to UK.	Asia compare counties and compare to UK.  Map skills



**Skills:**Direction/Location

Use 8 compass points;

Begin to use 4 figure co-ordinates to locate features on a map

Drawing maps

Begin to draw a variety of thematic maps based on their own data

Representation

Use/recognise OS map symbols.

Draw a sketch map using symbols and a key;

Using maps

Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)

Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)

Compare maps with aerial photographs.

Scale/Distance

Find/recognise places on maps of different scales. (E.g. river Nile.)

Measure straight line distance on a plan.

Map knowledge

Identify significant places and environments

Perspective

Draw a plan view map with some accuracy.

Style of map

Use index and contents page within atlases.

Use medium scale land ranger OS maps.

Geographical enquiry

Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with

more emphasis on the larger scale; contrasting and distant places. Collect and

record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

<b>Religious Studies (FW)</b> Hinduism Christianity Sikhism Judaism Humanism Non-religious beliefs Islam Buddhism	<u><b>Autumn 1-Farm to Fork</b></u>  <u><b>Special Ceremonies</b></u> Humanist – baby naming ceremony Christians – Baptism Christians – First Communion & Confirmation Jewish-Bar/Bat Mitzvah  <u><b>Special Festivals</b></u> Rosh Hashanah-Judaism(15-17Sep)  Yom Kippur-Jewish New Year Harvest Festival around the world (October)	<u><b>Autumn 2-Sustainability</b></u> <u><b>Religion in the Community</b></u> <u><b>Community importance</b></u> Life of Buddhist monks and nuns. Humanist beliefs Role of Church of England/Christian Charities Muslim-role in the community Sikhs - Role in the community <u><b>Special Festivals</b></u> Diwali-Sikhism/Hinduism 12Nov Thanksgiving 23 Nov Hanukah 7-15Dec Christmas-Christianity	<u><b>Spring 1-Zero to Hero</b></u>  <u><b>Leading Religious Figures</b></u> Why are religious leaders important? The Importance of St Paul  Key Examples of Humanist Views-David Attenborough, Michael Rosen Who are the Hindu Gods and Goddesses? Moses, A Hero? (Christianity/Judaism )	<u><b>Spring 2-Zero to Hero</b></u>  <u><b>Special Places around the World</b></u>  Lourdes-Christian Pilgrimage  Sacred Places in nature for Hindus Hindu Pilgrimage Golden Temple-Sikh Pilgrimage  Places that make me feel closer to religion or beliefs.	<u><b>Summer 1-Create &amp; Innovate</b></u> <u><b>Varying Religious Practises</b></u>  Sharing my views on religion. Various denominations of Christianity  Sunni and Shi’a Muslims  Atheist/Agnostic views and links to Humanism  Variations in Judaism	<u><b>Summer 2-Create &amp; Innovate</b></u> <u><b>Views on Creation</b></u> Hindu beliefs about Creation-Several different ideas  Sikh views on creation  Humanist views on Creation  What do these stories teach us about us as humans and the world?
	<b>Skills:</b> Throughout these lessons, primary students will be learning a variety of skills, encompassing both cognitive and social-emotional domains. Knowledge and understanding: Gain knowledge of religious ceremonies, leaders, special religious places and religious rituals and beliefs. Understanding who important figures in religions were and why they were and are considered important. Understanding why certain rituals, scriptures and objects are important to the followers of that religion. Critical thinking: To analyse information and discussions to form opinions about beliefs and religious rituals. To engage in reflective thinking through reflective activities. Communication skills: Express ideas and thoughts through discussions. Share reflections in various ways. Empathy and cultural awareness: Develop an understanding and appreciation for the cultural and religious aspects of religions. Foster empathy by considering the experiences and challenges faced by some of these leaders and religious figures. Collaboration: Participate in discussions and actively listening to peers and educators. Respect for diversity. Learn about religious figures and beliefs, promoting respect for diverse cultures and beliefs. Explore ethical questions. Practice listening and reading comprehension skills. Develop self-awareness by considering own understanding of religions and religious beliefs.					

Indoor PE Outdoor PE	Swimming	Swimming	Dance	Dance	Gymnastics	Gymnastics
	Athletics	Athletics	Invasion Games (Rugby)	Invasion Games (Rugby)	Striking and Fielding (Rounders)	Striking and Fielding (Rounders)
	<p><b>Skills:</b></p> <p><b>Dance:</b> Beginning to exaggerate dance movements and motifs (using expression when moving); demonstrates strong movements throughout a dance sequence; combines flexibility, techniques and movements to create a fluent sequence; moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs</i>; beginning to show a change of pace and timing in their movements; uses the space provided to his maximum potential; improvises with confidence, still demonstrating fluency across their sequence; modifies parts of a sequence as a result of self and peer evaluation; uses more complex dance vocabulary to compare and improve work.</p> <p><b>Gym:</b> Select and combine their skills, techniques and ideas; apply combined skills accurately and appropriately, consistently showing precision, control and fluency; draw on what they know about strategy, tactics and composition when performing and evaluating; analyse and comment on skills and techniques and how these are applied in their own and others' work; uses more complex gym vocabulary to describe how to improve and refine performances; develops strength, technique and flexibility throughout performances; links skills with control, technique, co-ordination and fluency; understands composition by performing more complex sequences. <b>Games:</b> Vary skills, actions and ideas and link these in ways that suit the games activity; shows confidence in using ball skills in various ways, and can link these together; uses skills with co-ordination, control and fluency; takes part in competitive games with a strong understanding of tactics and composition; can create their own games using knowledge and skills; can make suggestions as to what resources can be used to differentiate a game; apply basic skills for attacking and defending; uses running, jumping, throwing and catching in isolation and combination.</p> <p><b>Athletics:</b> Beginning to build a variety of running techniques and use with confidence; can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i>; beginning to record peer's performances, and evaluate these; demonstrates accuracy and confidence in throwing and catching activities; describes good athletic performance using correct vocabulary; can use equipment safely and with good control.</p> <p><b>Outdoor Adventurous Activities:</b> Develops strong listening skills; use s and interprets simple maps; think activities through and problem solve using general knowledge; choose and apply strategies to solve problems with support; discuss and work with others in a group; demonstrates an understanding of how to stay safe. <b>Evaluation:</b> Watches and describes performances accurately; learn from others how they can improve their skills; comment on tactics and techniques to help improve performances; make suggestions on how to improve their work, commenting on similarities and differences.</p> <p><b>Healthy Lifestyles:</b> Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>					

Art (FW)	<p><b><u>Autumn 1 – Farm to Fork</u></b>  <b><u>Drawing &amp; Sculpture</u></b>          Farm to Fork topic:          Cotton – From cotton plant to clothing store.          Practise 3-dimensional sketching techniques.          Shading/Tonal/Stippling/          Hatching/Cross-hatching/Scuttlings          Research journey from cotton farm to store, compile information in creative scrapbook poster.          Letter designs (bubble, block and 3D lettering)          Design lettering on cotton. Fabric paint.</p>	<p><b><u>Autumn 2 – Sustainability</u></b>  <b><u>Drawing and painting</u></b>          Sketching buildings.          3-dimensional technique. One point perspective-vanishing point.          Impressionism.          Acrylic painting techniques    <b>Artist LS Lowry</b></p>	<p><b><u>Spring 1– Zero to Hero</u></b>  <b><u>Collage</u></b>          Create a collage with purpose with a colour scheme that creates a striking effect. Use sections of photographs    <b>Artist: John Stezaker</b></p>	<p><b><u>Spring 2 – Zero to Hero</u></b>  <b><u>Drawing-pencil</u></b>          Begin to know how to section the face using a guide.          Know how to draw individual facial elements. Know how to use materials (pencils).          Create a portrait.          Focus on proportion and shading.    <b>Artist: Anna Bregman</b></p>	Summer 1 -	Summer 2 -
	<p>Skills:</p> <p>To take part in research and exploration to develop personal ideas.</p> <p>To confidently use sketch books for different purposes, including: recording observations, developing ideas, testing materials, planning art work and recording information. To show confidence when investigating and making the most of new and unfamiliar materials.</p> <p>To use art skills and experience to produce work which matches ideas and intentions (plans) well.</p> <p>To regularly think about the process of work in detail, taking into account what was hoped to be achieved.</p> <p>To research and discuss the ideas and ways of working (approaches) of some different artists, craftspeople, designers and architects.</p> <p>To compare and discuss these individuals with others, including taking account of the culture they worked in and their intentions/purposes. To describe the art process used and how they hope to achieve a high quality outcome.</p>					

Design Technology (STEAM)	Maze games		Energy powered vehicles Wind annd tension.  Coding	Pulley-driven car Using 3d printing circuits		
	<p><b>Skills:</b></p> <p>To start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, 3D drawings, prototypes, pattern pieces and CAD.</p> <p>To begin understand how to use TinkerCAD</p> <p>To begin to understand coding and what it is used for.</p> <p>To understand pulley systems, gears and games</p> <p>To understand and create electrical circuits for a motor and pulley system</p> <p>To understand how to use the 3D printers to print models and components of projects.</p> <p>To begin to have an understanding of how the laser cutter works and how it can enhance products.</p> <p>To begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence, to select appropriate materials, tools and techniques.</p> <p>To start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. To select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing accurately.</p> <p>To understand how to use the machine tools safely and to begin combing the use of hand and machine tools.</p> <p>To understand how to combine different materials to achieve your design.</p> <p>To create a fully functioning maze game using different materials and processes.</p> <p>To understand structures, layers and different material components.</p> <p>To understand and assemble various models focusing on movement, energy and structure.</p> <p>To begin to measure and mark out more accurately and demonstrate how to use skills when using different tools and equipment safely and accurately. With growing confidence, to cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>To understand how to best decorate work and to decorate with more accuracy based on what the user requires.</p> <p>To evaluate project in more detail based on design briefs.</p>					
	<p>To start to evaluate a product against the original design specification and by carrying out tests.</p> <p>To evaluate their work both during and at the end of the assignment and seek evaluation from others.</p> <p>To begin to understand that seasons may affect the food available.</p> <p>To understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source and use a range of cooking techniques e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>					

	To begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.					
<b>Music</b>	<p><b>Folk Music of the British Isles</b></p> <p>Pupils learn about the history and context of folk music from England, Ireland, Scotland and Wales. They will develop an understanding of the instruments and key musical features of folk music. Pupils will learn to aurally recognise these key features through listening activities. They will perform a number of sea shanties and learn to play parts on the keyboard, xylophone and their own instruments.</p>		<p><b>Music from Another Land</b></p> <p>Pupils will learn about music from China and Japan. They will gain an understanding of the historical context of music from both countries. They will learn about the instruments and key musical features and will compose and perform music using keyboards, xylophones and their own instruments.</p> <p>L1- Pupils will learn about the history of Chinese Music and will listen to a range of string instruments from this country. They will learn to play the pentatonic scale on the keyboard.</p> <p>L2- Pupils will learn about pitch by composing using graphic notation.</p>		<p><b>Classical Music</b></p>	

		<p>L3- Pupils will perform a pentatonic song using their voices, keyboard and xylophones. They will learn about Chinese wind instruments.</p> <p>L4-5- Pupils will write a haiku and then compose music to fit with their haiku. These will be performed and recorded.</p> <p>L6- Pupils will learn about music from Japan. They will learn to sing 'Sakura' and 'Hotaru Koi.'</p> <p>L7-8-Pupils will create a performance of 'Hotaru Koi' in small class bands. They will perform both songs with their voices, keyboards and percussion instruments.</p> <p>L9-10- Pupils will learn about relaxation music, learn the techniques of taichi and then compose their own relaxation music.</p>			
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**Skills:****Listening and appraisal:**

Listening to music from a range of musical genres including Western Classical Music, World Music and Popular Music genres.

Gaining an understanding of music within the context of history, society and other cultures

Learning to aurally recognise instruments from China, Japan and Western orchestral instruments

Learning about the elements of music- include rhythm, metre, tempo, pitch and melody, structure and form, harmony, tonality, texture, dynamics and timbre

**Composing:**

Understanding the importance of the elements of music and how they are used to compose and perform music,

Composing music using graphic scores and simple music notation including crotchets, quavers, minims and rests.

Composing music using staff notation on the treble clef

Learning to compose music using MAC computers and iPads. Developing music technology skills by composing music using Garageband music software

**Performance:**

Learning to play a range of instruments including the ukulele, tuned and untuned percussion, keyboards and the piano.

Working collaboratively with your peers to perform a song

Singing songs in a range of genres, in unison and in canon and two-part harmony

Learning to apply the elements of music tempo, dynamics and harmony to a performance

PSHE	<b>Autumn 1</b> <b><u>Being Me in My World</u></b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy-having a voice, participating	<b>Autumn 2</b> <b><u>Healthy Me</u></b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Spring 1</b> <b><u>Celebrating Differences</u></b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Spring 2</b> <b><u>Dreams and Goals</u></b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Summer 1</b> <b><u>Relationships</u></b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet	<b>Summer 2</b> <b><u>Changing Me</u></b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
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					safety rules	
	<p><b>Skills:</b></p> <p><b>Being Me in My World:</b> Face new challenges positively and know how to set personal goals. Know what I value most about my school and can identify my hopes for this school year. Empathise with people in this country whose lives are different to my own. Understand my rights and responsibilities as a citizen of my country and as a member of my school. Make choices about my own behaviour because I understand how rewards and consequences feel. Understand that my actions affect me and others. Understand that an individual's behaviour can impact on a group. Understand how democracy and having a choice benefits the school community and know how to participate in this.</p> <p><b>Healthy Me:</b></p> <p><b>Celebrating Differences:</b></p> <p><b>Dreams and Goals:</b></p> <p><b>Relationships:</b></p> <p><b>Changing Me:</b></p>					
<b>French</b>	Learning numbers to 50 Personal description Pets	Vocabulary and conversations about sport and hobbies	The children will learn basic vocabulary to do with food and drink. They will learn about the different meals of the day and how to describe them. They will look at the different regions of France and study the foods and customs relating to food and drink Children will be exposed to basic verb structure and the use of the verb etre	The children will create their own project of the cheeses of France and how they are made. They will be introduced to the verb avoir. They will be able to describe their own favourite foods and meals.	Building vocab into conversation	Building vocab into conversation

**Skills:**

Speaking: Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Listening: Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences Reading: Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions in writing. Intercultural Diversity: Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.