

Year 5 Curriculum Map 2026 – 2027 (with skills)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Food, farming and climate	The Tudors and Elizabethans	Ancient Greeks	Geographical skills (Greece)	Thematic study: Education	Natural Disasters
Trips	Cinema	Earth and Space workshop	In school workshop (https://www.historyofthepage.co.uk/courses/ancient-greece/) Science workshop		Colchester zoo-linking to key text and Geography	
Rationale	Food glorious not only has a clear link with our book for this half term, it also allows children the opportunity to explore where food actually comes from. By looking at seasonality and fair trade, it may help children think more about how their food ended up on their plate. This unit also links well with the previous topic as it gives an insight into how food production can be harmful for animals and the environment.	In this Topic, children will learn about the context of the wider Tudor and Elizabethan period, extending their knowledge past Anglo-Saxon rulers. Children will explore varying points of view and understand why rulers change and what may cause them to change. They will explore the difference between primary and secondary sources and explore why some are more useful than others.	Ancient Greece has been a popular topic in previous years. This topic links well to our book 'Who Let the God's Out' and the children enjoy learning about the different Greek Gods and their features. The topic works well with our English modules and the children enjoy using what they have learnt in topic within their writing. This topic covers both history and geography outcomes. The children learn about what it was like to live in Ancient Greece. They compare Athens and Sparta and learn about the similarities and differences between the two cities. Furthermore, we also cover map skills in this unit. The children learn how to read maps of towns, cities and countries.		In this topic, children will be able to link their knowledge of periods of history studied throughout KS2 to explore how education has changed over time. Children will explore primary and secondary sources and learn to compare and contrast the positives and negatives associated with each time period.	Natural disasters is our first topic because it is a very interesting topic to get them engaged with geography. We have done this in previous years and the work has been excellent. It links directly to the KS2 Geography outcomes as we are able to work on map skills (to locate the countries and understand why a

						natural disaster would occur), speak about the equator and tectonic plates, allows us to discuss physical geography and begin to talk about climate change. It also directly links with the key text (tornado).
Focus texts	Charlie and the chocolate factory	My Friend Walter	Who let the gods out?	Who let the gods out?	When the mountains roared	Darwin's Dragons
English	<i>7 weeks + 2 days</i> <i>Character and setting description- Jonathan Bond- How to create atmosphere (2 weeks)</i> <i>Film narrative - clips described in</i>	<i>6 weeks+ 4 day</i> <i>Historical Narrative (2 Weeks)</i> <i>Persuasive writing- Letter to ? (1 week)</i> <i>Diary Entry (2 weeks)</i>	<i>6 weeks</i> <i>Drama- Chapter 1 (1 week)</i> <i>Biography about a Greek God Jonathan Bond- How to write a biography (2 weeks)</i>	<i>4 weeks+ 4 days</i> <i>Poetry: Kenning Poems about Greek Gods Shape poems (1 week)</i> <i>Book week + test week</i> <i>Writing their own traditional tale</i>	<i>6 weeks+ 4 days</i> <i>Non chronological report (2 weeks)</i> <i>Stories which raise issues or dilemmas (2 week)</i>	<i>6 weeks+ 1 day</i> <i>Test Week</i> <i>Information texts - Charles Darwin (2 weeks)</i>

	detail from CCF (2 weeks) Newspaper report - The children win the tickets (2 weeks) Test Week	Play scripts - Picking a scene and writing their own scripts (1 week) Jonathan Bond- How to perform a play Rhyming poetry- 1 week	Jonathan Bond- finding story- Virgo stealing the flask (2 weeks) Instructions- How to be a daemon like Thanatos (1 week)	(3rd person) (2 weeks)	Diary entry- Ruby moving to India (2 weeks) Jonathan Bond- How to write a blog (4 days)	Jonathan Bond- How to write a TV explanation- information text style (2 weeks) 1 week Letter to teach 4 days
Mathematics	Place Value: Roman Numerals Numbers to 10,000; 100,000; 1,000,000 Read and write numbers to 1,000,000 Powers of 10 More or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 1,000,000 Round to the nearest 10,100, 1000 Round within 100,000	Multiplication and division: Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100, 1000 Fractions: Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction	Multiplication and division: Multiply up to a 4 digit number by a 1 digit number Multiply a 2 digit number by a 2 digit number (area model) Multiply a 2 digit number by a 2 digit number Multiply a 3 digit number by a 2 digit number Multiply a 4 digit number by a 2 digit number	Decimals and percentages: Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a placed value chart	Angles and Shapes: Understand and use degrees Classify angles Estimate angles Measure angles up to 180 Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3D shapes	Decimals: Add decimals with different numbers and decimals places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1000

	Addition and subtraction: Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations Multistep addition and subtraction Compare calculations Find missing numbers	Recognise equivalent fractions Convert improper fractions into mixed numbers Convert mixed numbers into improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1	Solve problems with multiplication Short division Divide a 4 digit number by a 1 digit number Divide with remainders Efficient division Solve problems with multiplication Fractions: Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators	Order and compare decimals (same number of decimal place) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages Perimeter and Area: Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area Statistics: Draw line graphs	Position and direction: Read and plot coordinates Problem solving With coordinates Lines of symmetry Reflection in horizontal and vertical lines Decimals: Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of places	Divide by 10, 100, 1000 Divide by 10, 100, 1000 Multiply and divide decimals – missing values Negative numbers: Understand negative numbers Count through zero in 1s Compare and order negative numbers Find the difference Converting units: Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables Volume:
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				Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables		Cubic centimetres Compare volume Estimate volume Estimate capacity
Science	Forces Isaac Newton	Earth and Space Nicholas Copernicus	Properties and changes of State Marie Curie	Properties and changes of state Marie Curie	All living things Jane Goodall	Animals including humans Rosalind Franklin
Key Vocabulary	Fall Gravity Force air resistance water resistance friction moving surfaces mechanisms levers pulleys gears magnetic force magnet attract	Earth Planets Sun solar system Moon celestial body sphere/ spherical rotate/ rotation spin night and day Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto 'dwarf' planet Orbit revolve geocentric model heliocentric model	sieving evaporating reversible changes mixing evaporation filtering sieving melting irreversible conductivity insulation chemical opaque translucent rusting residue condensing properties hardness solubility transparency conductive response to magnets dissolve liquid solution	Solid liquid gas air oxygen powder grain/ granular crystals ice/ water/ steam water vapour heated/ heating cooled/ cooling temperature degrees Celsius melt freeze solidify melting point molten	life process of reproduction plants animals vegetable garden flower border reproduction plants- sexual, asexual animals- sexual life cycles- mammal, amphibian, insect, bird lifecycles around the world rainforest, oceans, desert prehistoric similarities differences germination	Human puberty life growth child adult adolescence teenager old age life cycle death period pregnancy gestation

		shadow clocks sundials astronomical clocks	solute separate separating solids, liquids, gases filtering		pollination stamen stigma	
Skill Knowledge	- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	- describe the movement of the Earth and other planets relative to the sun in the solar system - describe the movement of the moon relative to the Earth - describe the sun, Earth and moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated,	- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals	- describe the changes as humans develop to old age - Changes during puberty - Researching gestation periods and comparing g with humans

			including through filtering, sieving and evaporating			
Computing	Computing systems and networks - Systems and searching	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Introduction to vector graphics	Programming B – Selection in quizzes	Creating media - Video production
National Curriculum Objectives	National curriculum objectives:	National curriculum objectives:	National curriculum objectives:	National curriculum objectives:	National curriculum objectives:	National curriculum objectives:
Lesson Objectives	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output understand computer networks including the internet; how they can provide multiple services, such as the	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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	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 Lesson objectives: -To identify that drawing tools can be used to produce different outcomes	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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,

	world wide web; and the opportunities they offer for communication and collaboration 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 Lesson objectives: -To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines	and to detect and correct errors in algorithms and programs 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 Lesson objectives: -To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check	presenting data and information Lesson objectives: -To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings	explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 Lesson objectives: -To explain how selection is used in computer programs -To relate that a conditional statement connects	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Lesson objectives: -To explain what makes a video effective -To identify digital devices that can record video
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	-To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	- whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project			- a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program	-To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video
Key Vocabulary	- Online sharing - Multimedia effects - Multimedia modification - Transitions - Hyperlinks - Editing tools - Refining - Online sharing - Spreadsheets - Complex searches (and/or: </>) - Problem solving - Present answers - Analyse information - Question data - Interpret	- Online sharing - Multimedia effects - Multimedia modification - Transitions - Hyperlinks - Editing tools - Refining - Online sharing - Spreadsheets - Complex searches (and/or: </>) - Problem solving - Present answers - Analyse information - Question data - Interpret	- Responsible online communication - Informed choices - Virus threats - Blogs - Messaging	- Explore procedures - Refine procedures - Variable - Hardware + software control - Change inputs - Different outputs - Articulate solutions - Commands	- Explore procedures - Refine procedures - Variable - Hardware + software control - Change inputs - Different outputs - Articulate solutions - Commands	- Explore procedures - Refine procedures - Variable - Hardware + software control - Change inputs - Different outputs - Articulate solutions - Commands

Geography	Food, farming and climate			Geographical skills		Geographical causes of natural disasters
Key Vocabulary	World Farming Fairtrade Distribution Natural resources Left Right North South East West Charity Habitats Changing Vegetation Biomes Natural Rainforests Oceans and seas Forests Ice caps Rivers Eco-system			Europe UK Hot North South East West Compare Similarities Differences Compass Direction Scale Travel Distance Left Right Capital cities Key Symbol		Earthquake Volcano Aftershock Aftermath Tsunami Hurricane Affects Effects Flood Tectonic plates Earth's crust

Skill Knowledge	<i>First lesson recap on previous learning based on map skills:</i> <i>Recap: Develop understanding of difference between human and physical geography and how they interact</i> Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- <i>Where does our food come from?</i> <i>What does sustainability mean?</i> <i>Why do different things grow better in different parts of the world?</i>			Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- Compare the UK to Greece Compare and contrast an area of the UK and of Europe (Greece) Understand geographical similarities and differences and how the land may change in the future through the study of places linked to topic (Africa and Greece)		<i>Make observations of weather patterns the UK and compare to other places and relate to the equator and the tropics</i> <i>Understand and explain the location of hot and cold areas of the world in relation to the Equator, hemispheres, tropics and the North and South Poles</i> <i>Identify the 7 continents and their characteristics and why. Discuss similarities</i>

	<i>Clickview- Caring for the environment: What might an organic farmer use instead of pesticides Why might this be beneficial to the environment? Why do you think people may choose food grown by organic farmers over that grown using chemical fertilisers and pesticides? What do you think are the basic needs of all living things?</i> Research the impact of trade in history, including distribution of natural resources (energy, food, minerals and water) Understand how humans affect the environment over time and ways to prevent this Discuss why the weather is different			Discuss countries that pupils have connections with (heritage or visited) and describe a places outside across the globe using geographical terms and express own views about people, places and environments relating to Africa and Greece PSHE Investigate ethnic diversity of the population and suggest reasons for this PSHE Locate countries around the world (focussing on Europe) and identify the 5 oceans Name and locate some major cities in Europe (linking to topic) Name and locate some of the world's major mountains on maps		Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- <i>What is the landscape like? Why do these natural disasters occur? How is this affected by climate change? What is the equator and what impact does this have on natural disasters?</i> <i>Clickview- The Earth's Layers What is magma? What is lava?</i>
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	around the world and compare this to the UK using geographical vocabulary Understand and explain the location of hot and cold areas of the world in relation to the Equator, hemispheres, tropics and the North and South Poles Explain what a place might be like in the future, taking account of issues impacting on human features Describe and understand biomes (equatorial) Describe and understand key aspects of climate zones <i>Clickview- Climate:</i> <i>How is weather different to climate?</i> <i>What is a biome?</i> <i>What is an ecosystem?</i> <i>How may the climate change over time?</i>			Recap: Use world maps, atlases and globes to identify the UK and its countries. Locate counties within the UK Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Locate key topographical features (including hills, mountains, coasts and rivers) around the world Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, pictures and diagrams) and conduct research on an area of Europe using a range of sources		<i>What are the layers of the Earth called?</i> <i>How does the Earth change over time?</i> <i>Clickview- Floods:</i> <i>What is a flood?</i> <i>When are floods most likely to happen?</i> <i>What do we call the flat land on either side of the river channel?</i> <i>Does flooding only occur in areas next to rivers?</i> <i>What effect can flooding have on people and the environment?</i> Explain how weather changes with each season and discuss how this is different in other countries and why. Discussing the tilt of the Earth
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	<i>Why are trees so important?</i> <i>How are the ice caps melting effecting the environment?</i>			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use globes, maps, plans at a range of scales - i.e. following a route on map and make maps and plans and use ordnance survey maps and their symbols Use keys and symbols- differentiating countries, capital cities, rivers, main cities, roads and mountain ranges Name and use the 8 points of a compass. Use simple compass directions. Use other directional language (left/ right/ up / down/forwards/ backwards / horizontal/ vertical).		SCIENCE Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain, crust, lava, magma Understand how some natural disasters occur (earthquakes, floods, hurricanes, cyclones, tsunamis, volcanoes) Understand processes involved in the water cycle and how this affects floods Understand how humans affect the environment over
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				Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <i>Clickview- What is a map? And Longitude and latitude:</i> <i>What is a map?</i> <i>What is longitude and latitude?</i> <i>Why is scale important?</i> <i>What is a key?</i> <i>When else might a map be used?</i> <i>What are the compass points?</i>		time and ways to prevent this Explain what a place might be like in the future, taking account of issues impacting on human features
History		The Elizabethans To know... <i>What do we understand by 'Elizabethan times?'</i>	Ancient Greece To know... How can we find out about the civilization of Ancient Greece?		Thematic study: Education To know... <i>What do sources tell us about the</i>	

		Who Elizabeth I was When the Elizabethan period took place Who the Tudors were Elizabeth I's family tree (link to Mary Queen of Scots) <i>What does Elizabeth's visit to Kenilworth Castle tell us?</i> Why Elizabeth visited Kenilworth What Elizabeth did at Kenilworth Why Elizabeth travelled around the country What a Royal Progress was How Elizabeth I ruled England <i>How safe were Elizabethan times?</i>	The location, physical features and climate of Greece (Geog link) When the Ancient Greek period took place That Ancient Greece consisted of city-states How city-states were ruled The daily lives of people in Ancient Greece The religion of Ancient Greece How true Ancient Greek myths and legends are The culture of Ancient Greece The archaeology of Ancient Greece Who Alexander the Great was The achievements of Alexander the Great		<i>way education has changed?</i> There are different types of schools and education That school today is different to school in the past What facilities were available in schools in the past Who had the opportunity to go to school in the past How were Ancient Greek schools different to our school How were Elizabethan schools different to our school How were Victorian schools	
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		Why Mary Queen of Scots had so many enemies What happened to Mary Queen of Scots Why the Spanish Armada happened Why the Spanish Armada was defeated Elizabeth's role as a monarch <i>Does the story of Sir Francis Drake tell us all we need to know about the Tudor World?</i> Who Sir Francis Drake was What his achievements were Why he is remembered Who else made significant discoveries/achievements during this period of history? <i>What was it like to live in</i>	Can we thank the Ancient Greeks for anything in our lives today? The influence of the Ancient Greek language on modern English The similarities and differences between Ancient Greek and modern architecture How city states in Ancient Greece were ruled How democracy in Athens was different from today The similarities and differences between life in Ancient Greece and today The similarities and differences between the ancient and		different to our school <i>How much would you have enjoyed going to schools in the past?</i> Why children go to school The cost of school in the past What teachers were like in the past and how they treated pupils The progress made between the past and today regarding education Some periods of time had more changes in education Improvements to education can be rapid or slow depending on the period	
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		<i>Elizabethan times beyond Elizabeth's court?</i> What the average Elizabethan home was like How women of different classes lived in the Elizabethan period How was life for ordinary people in the Elizabethan period The Elizabethan period is referred to as a 'Golden Age' How successful was Elizabeth I's rule?	modern Olympic Games The most important legacy of the Ancient Greeks (subjective)		<i>Did education help everyone?</i> Why some people didn't approve of children going to school How education has improved over time thanks to new laws How schools changed in their local area (Basildon) That education and schools in the future will most likely change	
Key Vocabulary Whole year: AD balanced BC bias		Elizabeth I Tudor Henry VIII Monarch Armada Royal Progress	City-state Sparta Athens Alexander the Great Democracy Pantheon		Facilities Equipment Progress Stylus Blackboard Approval	

cause change consequence continuity differences duration evidence limitations period perspective reconstruction primary source secondary source similarities		Rule Wealthy Significant Achievement	Archaeology Mythology Legacy		Punishment Legal/laws	
Art	<u>Autumn 1</u> <u>Cooking</u> Shortbread Cheesecake	<u>Autumn 2</u> <u>Textiles/Collage</u> Planets diorama	<u>Spring 1</u> <u>3D/Sculpture</u> <u>work</u> Ancient Greece	<u>Spring 2</u> <u>Printing</u> Ancient Greece	<u>Summer 1</u> <u>Drawing</u> When the Mountains Roared/Leopard s	<u>Summer 2</u> <u>Painting</u> Natural Disasters
Lessons and key skills	In Y4, the children secured their understanding of how food can be grown, reared and caught. In this unit, the children begin to understand that seasons may affect	In Y4, the children focused on building a strong and stable structure and using fabric skills (knotting, fraying, fringing, pulling threads, twisting, plaiting). The	<i>In Y4, the children developed their carving techniques by carving intricate patterns using appropriate tools. In this unit, the children will explore clay</i>	<i>In Y4, the children learnt how to print with a range of materials. They then use these skills to print a mixed media image. In Y5, the children will</i>	<i>In Y4, the children learnt how to use view finders to help them to draw detailed drawings. They focused on the use of tone,</i>	<i>In Y4, the children continued to learn about colour theory by learning about complimentary colours and</i>

	the food available as well as begin to understand that different foods contain different substances such as nutrients, water and fibre that are needed for health which is a step on from last year where the children were able to learn about foods providing the body with energy. <u>Lesson One:</u> <u>Where does food come from?</u> Recap and discuss how a healthy diet is made up from a variety and balance of different food, including foods that contain different substances such as nutrients, water and fibre that are needed for health (e.g. flour that is	children will continue to develop these skills in this unit. This half term, the children will independently select materials to make a diorama of the planets in the solar system, considering creating bases and varying textures. <u>Lesson One:</u> <u>What is a model?</u> Children will learn what a model is and why they are used. Children will watch videos to see examples of models being used in museums to immerse people in learning. Children will then in groups be given a planet. We will discuss how scale is important in	<i>techniques by rolling, carving and moulding the clay. The children will also learn a new mechanical system and include a circuit in a piece of art work. The children will then learn how to layer materials to create a 3D piece of art.</i> Lessons 1 2 and 3: Clay technique. Children will continue to explore clay by making and painting an Ancient Greek inspired pot/vase/tile. Children should continue to learn the skills that they will need to produce a final product (rolling, carving, moulding). Children should	<i>continue to learn and develop printing with a wide range of materials, focusing on monocolour and multicolour images.</i> Lesson One: Printing with wax crayons. The children learnt how to print with wax crayons in year four. Children will now develop their skills by experimenting with monocolour and multicolour prints and choose which one they like best. Children should print patterns from Greek vases. Print Wax Monocolour Multicolour Pattern	<i>pattern, shading, hatching and the different pencils that they can use and how light and dark can be represented by pencil control in their work. In this unit, children will continue to develop their drawing skills by learning about scale, proportion and how to use pencil lines to get more definition in their drawings.</i> Lesson One: Scale and proportion. Children will learn what scale and proportion is by looking at	<i>how to mix different shades. The children also learnt about some painting techniques (creating texture). In this unit, the children will recap the painting techniques that they learnt in year 4 and become confident in these. The children will also learn about abstract and realism and mixed media paintings.</i> Lesson One: Painting techniques. Children will recap the
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	made from wheat and is used to make bread and biscuits which provides vitamins and fibre). Explore how foods such as wheat are grown and how seasons may affect the food that is available (e.g. seasonal fruits). Explore the differences between natural and processed sugars. Activity involving researching where our ingredients come from and why we have chosen them as part of a balanced diet. Ingredient Seasonality Healthy diet Grown Nutrients Fibre Vitamins	models and work out how large each of the planets need to be in relation to each other and children will record the name of their planet and the approximate size (in cm) of their planet for the model. Model Design Size Strong Stable Colour Label Materials <u>Lesson Two: Selecting materials.</u> Children will look at their planet design and label it with the materials that they would like to use to create it and why (referring to texture	explore why the patterns/shapes/choices that the Ancient Greek artists have used are important to their culture. (1 lesson design/learn skills, 1 lesson make, 1 lesson paint/evaluate) Clay Making Painting Greek Inspired Pot/Vase/Tile Rolling Carving Moulding <u>Lessons 4, 5 and 6:</u> <u>Design a prop shield using layers and a circuit.</u> Children will design a cardboard shield	Lesson Two: Repeating patterns. Children should learn about what a repeating pattern is and how this was used in Ancient Greece. Children will explore wax printing with repeating patterns. Children should print onto paper squares to create a collage of prints in a repeating pattern, but in different colours. Print Wax Monocolour Multicolour Pattern Repeating Patterns Colour Lesson 3: Making a stencil for a print.	artist examples. Children will practise this with an activity in their sketch books that focuses on drawing a picture of an Indian landscape with scale and proportion. Scale Proportion Artist Landscape Lesson Two: Line, tone, pattern and texture. Children will recap these key words and practise the techniques the following sketching techniques into their sketch books: pencil	painting techniques that the children learnt in previous years and try out new techniques (dry brush technique, double/triple load, cross hatch, fan brush, washes, paint splatter). Children should explore complimentary colours with more confidence. Children should mix colour, shades and tones with increasing confidence. Painting Technique Dry Brush
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	<u>Lesson Two: Conducting market research and investigating existing products.</u> Children to explore and evaluate a range of existing cheesecakes and fruits using their senses and score them based on appearance, texture, smell and taste. Children to think about which is their favourite cheesecake and why. This research will help to inform the childrens' toppings for their cheesecake. Evaluate Ingredient Senses Appearance Taste Texture Smell	and justifying why they want that material). Children should make changes to their design and can even redesign their work. Children should be encouraged to bring in recycled materials ready for the project. Design Size Strong Stable Colour Label Materials Sticking Modifying <u>Lesson 3 – Knotting, fraying and plaiting</u> Children will practice knotting, fraying, fringing, pulling threads,	with Medusa's face for their final product, focusing on layering and colour. Children should learn about props and why they are used. A circuit, using two bulbs, will be used in the final product to create a dramatic light-up effect on the eyes (1 lesson design, 1 lesson making base, 1 lesson painting, adding circuit and evaluating) Circuit Light Buzzer Wire Electricity Electrical System Layering Colour Materials Prop	Children will sketch a Greek god onto a piece of paper to use as a stencil for their final project. Children should think about what details to include/not include to make sure that their print will be successful. Print Wax Monocolour Multicolour Pattern Repeating Patterns Colour Stencil Evaluate Successful Unsuccessful Lesson 4&5 Final project: Children will use wax crayons and a pencil to print a Greek God.	grip, range of marks, series of lines (hatching, cross-hatching, stippling, finger blend), applying pressure to affect tone, shading to suggest form. Children will then use these techniques to create an image of a kangaroo. Scale Proportion Artist Landscape Marks Lines Hatching Cross Hatching Stippling Finger Blend Pressure Tone Shading Form	Double/Triple Load Cross Hatch Fan Brush Wash Splatter Complimentary Colours Mix Lesson Two: Abstract vs Realism. Children will learn about the difference between abstract v realism and a painting v a photograph. Children will paint a realistic and an abstract painting of an element of a natural disaster (water, fire, wind) using the painting
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	<u>Lesson Three: Conducting market research and evaluating the suitability of materials for their purpose.</u> Children to explore and evaluate a range of packaging materials for their cheesecake product and evaluate them based on their properties/requirements such as waterproof, strong, colourful, air tight and effective use of space. Children to think about which is the best way to package a cheesecake and why. This research will then inform the children's own designs of cheesecake and the packaging they wish to use. Their	twisting, plaiting different materials in preparation for use in attaching the model to a surface, as well as to help them create detail and texture on the surface of their model. Pulling Knotting Fraying Fringing Cutting Twisting Plaiting <u>Lessons 4,5 and 6 Final Project:</u> 4. Children will create a spherical model using papier mache over the top of a balloon. 5. Children will select their materials to create the texture and details of their planet. Teachers	Develop style using a range of techniques and materials. Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use of different media to create effect (i.e. paint, pen, pencil) Use and apply a range of clay techniques independently. Construct a strong base for extending and modelling other shapes.	Children should print onto paper squares to create a collage of prints in a repeating pattern, but in different colours. Children should evaluate their stencils at the end of the project. Record ideas and make changes in a sketch book. Continue to print using suitable materials. Develop style using a range of techniques and materials. Print more complex pictures using different printing techniques.	Lesson Three: Pencil marks. Children will focus on the types of marks used for sketching (hatching, cross-hatching, stippling, finger blend). Children will then learn how to apply these skills to what they learnt last lesson about scale and proportion. Children will create a picture of a Victorian classroom using these techniques. Scale Proportion Artist Landscape Marks Lines	techniques that they learnt in lesson one. Painting Technique Dry Brush Double/Triple Load Cross Hatch Fan Brush Wash Splatter Complimentary Colours Mix Photograph Natural Disaster Abstract Realism Lesson Three: Mixed media. Children will learn about what a mixed media painting is. They will then explore the artist Jean Michel Basquiat and
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	designs will be labelled with the materials chosen and an explanation of why that material was chosen. The children can identify a purpose and a target group for their product. Evaluate Material Packaging Properties Requirements Waterproof Strong Transparent Colourful Air tight Space Ingredient Design Design criteria Appealing Suitable Market research Purpose Target group Packaging	should see evidence of knotting, fraying, fringing, pulling threads, twisting, plaiting different materials. 6.Children will paint their finished planet to create their final piece ready for use. Children will evaluate their work once they have finished against the design criterias (accuracy, relevant size, skills used etc.) Select and use materials independently. Develop style using a range of techniques and materials.	Use language appropriate to skill and technique. Show an awareness of objects having a third dimension and perspective. Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in products. For example, series circuits incorporating switches, bulbs, buzzers and motors. Key Words: Circuit Light	Continue to explore different types of printing. Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Continue to explore mono colour and multicolour printing. Key Words: Print Wax Monocolour Multicolour Pattern Repeating Patterns Colour Stencil Evaluate	Hatching Cross Hatching Stippling Finger Blend Pressure Tone Shading Form Lesson 4&5 Children will sketch a leopard using the techniques that they have learnt over the half term. Children should evaluate their work once they have finished. Teachers should see evidence of the types of marks used for sketching (hatching, cross-hatching, stippling, finger blend). Children will	paint a mixed media self-portrait in the style of Jean Michel Basquiat (use oil pastels, felt tip pens and watercolours). Children should discuss why Basquiat draws crowns on his head and the other choices that he has made. Painting Technique Dry Brush Double/Triple Load Cross Hatch Fan Brush Wash Splatter Complimentary Colours Mix Photograph Natural Disaster
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	<u>Lesson Four:</u> <u>Selecting and using tools, equipment and ingredients safely and effectively.</u> The children have the opportunity to practise the skills that will be involved in the preparing and making of their cheesecake and shortbread. They can practise skills such as mixing, kneading, whisking, pouring and rolling. The children can also practise how to use an oven safely again. The children can explain their choice of tools and equipment in relation to the skills and techniques they will be using. Cook Prepare Make	Record ideas and make changes in a sketch book. Show awareness and name a range of different fabrics. Knotting, fraying, fringing, pulling threads, twisting, plaiting. Use equipment and media with confidence. Learn to secure work to continue at a later date. Use language appropriate to skill and technique. Show further experience in changing and modifying threads and fabrics, fabrics from other countries. Select from and use a wider range	Buzzer Wire Electricity Electrical System Layering Colour Materials Clay Making Painting Greek Inspired Pot/Vase/Tile Rolling Carving Moulding	Successful Unsuccessful	then focus on how to apply these skills to what they learnt last lesson about scale and proportion. To understand when different types of pencil mark are appropriate: i.e. faint lines for rubbing out, darker lines for definition. Begin to use a sketchbook to record media explorations and experimentation s as well as try out ideas, plan colours and collect source material for future works. Use of different media to create	Abstract Realism Water Colours Pens Felt Tips Jean Michel Basquait Lesson 4&5 Final project: Children will take inspiration from a photograph create a painting that captures a natural disaster. They may choose to do this in an abstract or realistic way. Children should use mixed media and the painting techniques that they learnt this half term
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	Mix Ingredient Method Process Tools Equipment Knead Whisk Pour Roll Oven Safety <u>Lesson Five:</u> <u>Planning a recipe</u> <u>and practising</u> <u>safety</u> Children to record the recipe we will be using in the final lesson. Discussion of why measuring ingredients is important and how this relates to the final products taste, texture and how healthy it is. Children will also write the method for how we will use the equipment and	of materials, including textiles. Set Arch Prop Pulling Knotting Fraying Fringing Cutting Twisting Plaiting Design Size Strong Stable Colour Label Materials Sticking Modifying			effect (i.e. paint, pen, pencil). Develop style using a range of techniques and materials. Real life sketching Create line, tone, pattern and texture Use appropriate scale and proportion. Key Words: Scale Proportion Artist Landscape Marks Lines Hatching Cross Hatching Stippling Finger Blend Pressure Tone Shading	(dry brush technique, double/triple load, cross hatch, fan brush, washes, paint splatter). Children will evaluate their work once they have finished. Purposely control types of colour mixing to create desired shades and tones. Develop style using a range of techniques and materials Record ideas and make changes in a sketch book
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	skills practiced in the previous lesson to aid them in the final lesson. Finally, children will recap kitchen safety and hygiene and come up with a list of rules for us to follow when cooking. Ingredient Measurement Taste Texture Method Process Tools Equipment Safety <u>Lesson Six:</u> <u>Make and evaluate.</u> Children to make and evaluate their cheesecake product. They are made based on their design from the lesson before and they are evaluated against				Form Medusa	Use of different media to create effect (i.e. paint, pen, pencil) Start to recognise artists and their achievements Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Begin to use a sketchbook to record media explorations and experimentation
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	their design criteria. Children can also consider the views of others in an effort to improve their work. The children can for example identify what they think went well, what it tasted like, whether it was aesthetically pleasing, how it baked and also what they could do to improve their work. Ingredient Evaluate Cook Prepare Make Mix Knead Whisk Pour Roll Method Process Tools Equipment					ns as well as try out ideas, plan colours and collect source material for future works. Key Words: Painting Technique Dry Brush Double/Triple Load Cross Hatch Fan Brush Wash Splatter Complimentary Colours Mix Photograph Natural Disaster Abstract Realism Water Colours Pens Felt Tips Jean Michel Basquait
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	Oven Safety Design criteria Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design					
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	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products – compare their product to what is already on the market					
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	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques. Understand seasonality, and know where and how a variety of					
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	ingredients are grown, reared, caught and processed.					
Music	Year 5 Unit 1 - How Does Music Bring Us Together?	Year 5 Unit 2 - How Does Music Connect Us With The Past?	Year 5 Unit 3 - How Does Music Make The World A Better Place?	Year 5 Unit 4 - How Does Music Teach Us About Our Community?	Year 5 Unit 5 - How Does Music Shape Our Way Of Life?	Year 5 Unit 6 - How Does Music Connect Us With The Environment?
Key Vocabulary	<u>Key knowledge:</u> - Tempo: 128 bpm (Allegro, a fast pace) - Time Signature: 4/4 (4 crotchets in every bar) - Rhythmic patterns using minims, dotted crotchets, quavers and their rests - Key Signature: A minor (no sharps/flats) - Melodic patterns using the notes A B C D E F# G	<u>Key knowledge:</u> - Tempo: 112 bpm (Moderato, a moderate pace) - Time Signature: 2/4 (2 crotchets in every bar) - Rhythmic patterns using minims, dotted crotchets, quavers, semiquavers and their rests - Key Signature: F major (1 flat)	<u>Key knowledge:</u> - Tempo: 155 bpm (Allegro, fast, quick and bright) - Time Signature: 3/4 (3 crotchets in every bar) - Rhythmic patterns using dotted minims, minims, dotted crotchets, quavers and their rests - Key Signature: G major (1 sharp)	<u>Key knowledge:</u> - Tempo: 180 bpm (Presto, very fast) - Time Signature: 6/8 (6 quavers in every bar) - Rhythmic patterns using dotted crotchets, triplet quavers, quavers and their rests - Key Signature: C major (No flats/sharps) - Melodic patterns using	<u>Key knowledge:</u> - Tempo: 66 bpm (Adagio, a slow pace) - Time Signature: 3/4 (3 crotchets in every bar) - Rhythmic patterns using dotted minims, minims, crotchets, quavers, semiquavers and their rests	<u>Key knowledge:</u> - Tempo: 120 bpm (Moderato, a moderate pace) - Time Signature: 5/4 (5 crotchets in every bar) - Rhythmic patterns using minims, dotted crotchets, quavers

	<u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Ghost Parade Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 Lively Quinn Mason 20th and 21st Century Orchestral 2020 Words Can Hurt Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 His Eye Is On The Sparrow Charles H. Gabriel and Civilla D. Martin Gospel 1905	• Melodic patterns using the notes F G A Bb C D E <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> The Sparkle In My Life Joanna Mangona and Chris Taylor Pop 2020/21 Glassworks I. Opening Philip Glass Minimalism 1981 Dreaming Of Mars Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 Macaroni Sundae Joanna Mangona and Chris Madin Rock 'n' Roll	• Melodic patterns using the notes G A B C D E F# <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Freedom Is Coming Unknown South African Unknown Forever Always Mpumi Dhlamini Jazz: Contemporary 2019 All Over Again Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 Free Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene Pop	the notes C D E F G A B <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Erie Canal Thomas Allen Reggae 1905 Dances In The Canebrakes No.2, Tropical Moon Florence Price 20th and 21st Century Orchestral 1953 Heroes Joanna Mangona and Pete Readman Pop 2020/21 Star Wars Episode IV: A New Hope John Williams Film Music 1977	• Key Signature: D major (2 sharps) • Melodic patterns using the notes D E F# G A <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Look Into The Night Joanna Mangona and Chris Taylor Pop 2020/21 The Lark Ascending Ralph Vaughan Williams 20th and 21st Century Orchestral 1923 Breathe Joanna Mangona and Pete Readman 20th and 21st	and their rests • Key Signature: C major (no sharps/flats) • Melodic patterns using the notes C D E <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> You And Me Joanna Mangona and Chris Taylor Pop 2020/21 The Song Of Hiawatha: Overture Op. 30 Samuel Coleridge- Taylor Romantic 1900
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	Joyful, Joyful Mervyn Edwin Warren and Henry van Dyke Gospel 1907 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: A, B, C, D, E, F#, G Improvise Together - Activity 1 Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C, D, E, F#, G	2020/21 Get On Board John Chamberlain Gospel 1863 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: F, G, A, Bb, C, D, E Improvise Together Activity 1 - As Unit 1	1976 Do You Ever Wonder? Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 155bpm Time Signature: 3/4 Key Signature: G major Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets, quavers. Melodic patterns: G, A, B, C, D, E, F# Improvise Together - Activity 2 Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Improvise section using: F, G, A, Bb, C, D, E	Happy To Be Me Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 180bpm Time Signature: 6/8 Key Signature: C major Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers. Melodic patterns: C, D, E, F, G, A, B Improvise Together - Activity 2 - As Unit 3	Century Orchestral 2020/21 Stay Connected Supaman Hip Hop 2020 Keeping Time Joanna Mangona and Pete Readman Funk 2020/21 Tempo: 66bpm Time Signature: 3/4 Key Signature: D major Rhythmic patterns using: Dotted minims, minims, crotchets, quavers, and semiquavers. Melodic patterns: D, E, F#, G, A Improvise Together - Activity 3 Tempo: 120bpm Time Signature: 6/8 Key Signature: C major Improvise section	A Bright Sunny Day Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 Central Park In The Dark Charles Ives 20th and 21st Century Orchestral 1906 I'm Forever Blowing Bubbles John Kellette Musicals 1918 Tempo: 120bpm Time Signature: 5/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers. Melodic patterns: C, D, E
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					using: C, D, E, F, G, A, B	Improvise Together - Activity 3 - As Unit 5
Skill Knowledge	Musicianship: Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# Listening: Respond/Analyse Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure.					

Know and understand what a musical introduction is and its purpose.

Explain rapping.

Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

Singing

Rehearse and learn songs from memory and/or with notation.

Sing in 2/4, 3/4, 4/4 and 6/8 time.

Sing in unison and parts, and as part of a smaller group.

Sing 'on pitch' and 'in time'.

Sing a second part in a song.

Self-correct if lost or out of time.

Sing expressively, with attention to breathing and phrasing.

Sing expressively, with attention to dynamics and articulation.

Develop confidence as a soloist.

Talk about the different styles of singing used for different styles of song.

Talk confidently about how connected you feel to the music and how it connects in the world.

Respond to a leader or conductor.

Notation

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B

F, G, A, B $\flat$, C, D, E

G, A, B, C, D, E, F $\sharp$

C, G, A $\flat$, B $\flat$

G, G $\sharp$, A, B $\flat$, C

D, E, F, G, A, B, C

E $\flat$, F, G, A $\flat$, B $\flat$, C, D $\flat$

Identify:

- Stave

- Treble clef
- Time signature

Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

Recognise how notes are grouped when notated.

Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Understand the differences between 2/4, 3/4 and 4/4 time signatures.

Read and perform pitch notation within an octave (eg C–C'/do–do).

Playing Instruments

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.

Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Playing the Recorder

Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E♭ major, C minor and D minor.

Creating: Improvising

Explore improvisation within a major scale, using the notes:

C, D, E♭, F, G

C, D, E, F, G

C, D, E, G, A

F, G, A, B♭, C

D, E, F, G, A

Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Creating: Composing

Create music in response to music and video stimulus.

Use music technology, if available, to capture, change and combine sounds.

Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
 Use chords to compose music to evoke a specific atmosphere, mood or environment.
 Use simple dynamics.
 Use rhythmic variety.
 Compose song accompaniments, perhaps using basic chords.
 Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
 Use full scales in different keys.
 Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.
 Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:
 F, G
 F, G, A
 F, G, A, B $\flat$
 F, G, A, B $\flat$, C
 Start and end on the note F (F major)
 G, A
 G, A, B
 G, A, B, C
 G, A, B, C, D
 Start and end on the note G (G major)
 G, A
 G, A, B
 G, A, B, D
 G, A, B, D, E
 Start and end on the note G (Pentatonic on G)
 D, E
 D, E, F
 D, E, F, G
 D, E, F, G, A
 Start and end on the note D (D minor)

	Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals	Chorus Composition Cover Duet Dynamics Ensemble Improvisation Instrumental Lyrics Melody Notation Pitch Phrase Pre-chorus Pulse/beat Rhythm Solo Style Tempo Texture Verse Vocals
RE Enquiry	<i>Is believing in God reasonable?</i>	<i>How has belief impacted on music and art through history?</i>	<i>Why should we be good?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>How do Hindus make sense of the world?</i>	
Religion	Multi, Humanist	Christian, Muslim	Multi	Christian		Hindu

Core Knowledge	• What makes for a reasonable argument • Arguments for the existence of God made by some Christians • Arguments from a humanist perspective against the existence of God • Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager)	• Explain divergent role of music in worship in the history of the Christian Church. • Explain how art has been used in Christianity to reflect key events and facilitate worship. • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.	• The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity. • Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences. • Two influential schools of moral philosophy; the deontological and utilitarian. • The work of philosophers: Plato & Kant	• Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . Festivals: the diverse ways in which people		• Hindus believe in a God with many faces Brahma. • Hindus believe truth is eternal. • Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues) • Karma – how Hindus act for others and themselves. • Murti –an image, statue of the divine and seen as a deity. • Samsara – the cycle of birth,
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				celebrate festivals such as Easter.		death and rebirth • Moksha – is when the soul passes through many lives. Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.
Key words	Reasonable, humanist, Christian, Atheist, Agnostic, Faith, Theist, Reason, Evidence, Rational	Hadith, Mosque, Expression, Aniconism, Architecture, Iconoclasm, Symbolic	Allegory, Reincarnation, Soul, Karma, Bhavacakra, Deontological, Utilitarian	Sacrifice, Atonement, Salvation, Resurrection, Forgiveness, Redemption, Secular, Gospel		
PE	Football and Fitness	Basketball and OAA	Tag rugby and gymnastics	Cricket and dance	Swimming and rounders	Swimming and Athletics

Key Vocabulary	Physical: Passing Physical: Ball control Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty	Physical: Stamina Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play	Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Social: Responsibility Social: Collaboration Social: Communication Social: Respect	Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence	Physical: Throwing & catching Physical: Bowling Physical: Tracking, fielding & retrieving a ball Physical: Batting Social: Organising & self-managing a game Social: Respect Social: Supporting & encouraging others Social: Communicating ideas & reflecting with others Emotional: Honesty & fair play Emotional: Confident to take risks Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting	Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others
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					Social: Collaboration and communication Social: Respect Emotional: Honesty	
Skill Knowledge	Fitness: To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing Football: To be able to dribble the ball under pressure. To pass the ball accurately to a target to	Outdoors and adventures: To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.	Tag Rugby: To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament Gymnastics: To be able to perform symmetrical and	Cricket: To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and	Rounders: To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and	Athletics: To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and

	help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament.		asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.	apply them to a game situation. Dance: To create a dance using a random structure and perform the actions showing quality and control. To understand how changing the dynamics of an action changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll. To work with a partner to copy and repeat actions keeping in time with the music.	understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament	accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
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				To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. Hockey: To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To apply the rules and skills you have learnt to play in a hockey tournament .		
PSHE	<u>Me and online identity.</u> <u>Managing change.</u> Learn about being safe online. Learn people may not be who they say they are online. Look at ways of asking	<u>Beginning and belonging.</u> You are unique Identify personal strengths and weaknesses. Know that they are better at	<u>Decisions</u> Learn that you are your own person and you do not have to follow others. Talk about peer pressure and ways to say no.	<u>Diversity and communities.</u> <u>Rights, rules and responsibilities</u> <u>Identities</u> Learn about the diversity in our	<u>Drug education.</u> <u>Healthy lifestyles.</u> <u>Managing risk.</u> <u>Personal safety.</u> <u>Safety contexts.</u>	<u>HRSE – see separate curriculum</u> <u>Finance</u> Look at money and how you earn

	for help, reporting any worries. You Are Responsible H35. about the new opportunities and responsibilities that increasing independence may bring My Digital Life H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online L11. recognise ways in which the internet and social media can be used both positively and negatively H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for	some things than others. Build self esteem and self confidence. H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth The Confidence Trick H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H29. about how to manage setbacks/perceived	Learn that some decisions have consequences. R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others Uncomfortable Feelings H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; R17. that friendships have ups and downs; strategies to resolve disputes and reconcile	community. Understand different people have different opinions and religions. Learn that only because you have a different opinion to someone it does not make the other person wrong. H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities	Drugs: Healing or Harmful? H38. how to predict, assess and manage risk in different situations H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) In an Emergency	money. Talk about keeping money safe. Learn that different people have different opinions on spending and saving money. L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
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	personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	failures, including how to re-frame unhelpful thinking	differences positively and safely	L6. about the different groups that make up their community; what living in a community means Respecting The Law L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants
Key Vocabulary	British Values school councillors, class ambassadors Family and friends. Responsible Democracy Vote	Bullying. My emotions. Body image. Bullying Anti-Bullying Friends Friendship	Friends Friends Friendships Up stander Bystander Kind Thoughtful	Working together. Diversity Right Responsibility Collaborative Teamwork Communities	Drugs Safe Illegal Legal Risk Management Education	Vagina Penis Scrotum Testicles Breast Sperm Finance

		Emotions Body image Media Respect Influence Up stander Bystander	Decision Choices Scenario	Culture	Safety	Money Savings Sex Male Female Health Emotion Puberty
Skill Knowledge	Identify positive ways to face new challenges state some reasons why it is important to be careful about what they share online and give some examples of the risks involved explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles	demonstrate that they recognise their own worth & that of others express their views confidently, listen to & show respect for the views of others myself identify different types of relationships (e.g. marriage/friendships) & show ways to maintain good relationships (e.g. listening, supporting, caring) relationships	list the commonly available substances and drugs that are legal and illegal, & can describe some effects and risks of these describe the nature & consequences of bullying, & express ways of responding to it respond to or challenge negative behaviours e.g. stereotyping & aggression	describe some of different beliefs & values in society & can demonstrate respect & tolerance towards people diff from themselves	identify some factors that affect emotional health & wellbeing, make choices about these. make judgments & decisions & can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing	demonstrate how to save and look after money talk about a range of jobs, & explain how they will develop skills to work in the future Understand changes in puberty Know the effects of puberty Know how to manage changes Know how to keep clean during puberty.

MFL	Salut Gustave!	A l'école	La nourriture	En ville	En vacances	Chez moi
Skills/knowledge NC expectations	Greet people and give personal information Ask and talk about sisters and brothers Say what people have and have not using 3rd person avoir Say what people are like using 3rd person être including negatives	Name school subjects Talk about likes and dislikes at school Ask and say the time Talk about timings of the school day	Ask politely for food items Describe how to make a sandwich Express opinions about food Talk about healthy and unhealthy food	Name places in the town Ask the way and give directions Say where you are going Give the time and say where you are going	Ask and say where you're going on holiday Express opinions about holidays Talk about what you're going to do on holiday Talk about holiday plans	Name rooms in the house Describe rooms in the house Say what people do at home Say what people do and where
	Speaking Children will be able to: Ask and answer simple questions and talk about their interests. Prepare and practise short presentations and conversations on familiar topics, speaking clearly with good pronunciation. Use a wider range of sentence starters to begin to describe places and actions using a range of verbs and some simple adverbs. Understand	Listening Children will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences- e.g: • a short rhyme/song • familiar short stories- eg. traditional tales • a telephone message • an announcement • weather forecast	Reading Children will be able to: Read and pronounce correctly sentences with some unknown words containing familiar letter strings. Understand that words do not always have a direct equivalent in own language. Use context and previous knowledge to aid understanding. Understand the main	Writing Children will be able to: Write a few short sentences with support using expressions which they have already learnt- e.g. • postcards • a simple note or message • a simple email • a short text on a familiar topic- e.g. 3-4 short sentences	Grammar Children will be able to: Understand feminine and masculine forms e.g. le, l', la and un, une. Use a negative Understands and uses the definite article correctly: le/la/l'/les Understand and use au/à la/à l'	

	and express simple opinions. Change elements in a sentence to create own. Integrate new words into familiar structures to build sentences of varying length- e.g. ● use et to join ideas ● take part in an interview ● present a short presentation		points and some detail from short written text or passages- e.g. ● postcards ● emails ● parts of a story ● a description of someone		Use je vais + infinitive to talk about future plans Apply grammatical knowledge to make longer sentences Use et to join idea	
Key Vocabulary	Bonjour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique? Oui/Non, je suis... Quel âge as-tu? J'ai... ans Tu as des frères ou des sœurs? J'ai un(e)/deux/trois... frères/sœurs Je n'ai pas de frères ou de sœurs il/elle a... il/elle n'a pas de...+ revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa,	C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique J'aime/Je n'aime pas + subjects C'est bien/cool/nul Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et finit à	Je voudrais... s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], c'est bon	Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions Où vas-tu? Je vais au château/centre sportif/jardin public/ marché/supermarché. Je vais à la boulangerie/piscine. Je vais à l'école. Il est	Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions. J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je	Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/ un balcon/un jardin/deux chambres C'est grand/petit/vert/ blanc/bleu /jaune/rose/rouge C'est petit et rouge Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/ regarde la télé/écoute de la musique/lit [un livre]/joue avec

	timide, beau/belle, sévère, grand(e), petit (e), intelligent(e) français (e), britannique		pour la santé/ce n'est pas bon pour la santé.	[deux] heure(s). Je vais au/à la/à l' + places	vais faire les manèges. Consolidation of all the above	l'ordinateur/joue au tennis... Activities as above + dans le salon/les WC, etc.
HRSE	See below. Summer 2 term only.					

RSE Curriculum	Knowledge	Objectives PSHE Programme of study	Vocabulary	Resources
Year 5 Safeguarding Harmful sexual behaviour and peer on peer abuse.	Me and online Identity Autumn 1 How getting older brings independence and a need to ensure their own safety in the community and online. How to seek help. How they need to manage risks online and realise that images may not only be sent to one person but distributed to others. Once something is online it is there forever. Beginning and belonging Autumn 2	H35. about the new opportunities and responsibilities that increasing independence may bring ways in which the internet and social media can be used both positively and negatively H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	Sad Safe E safety Online Strangers Unhappy Medicines Harmful products Kind Unkind Respect Help Private Uncomfortable Consent Relationship Self respect Human rights	

	To recognise, feelings, friendships and relationships change over time. To realise that what is seen in the media is edited and not always achievable. To build their self worth and how to cope with unhelpful thinking. Decisions Spring 1 To understand peer pressure and talk about ways of managing pressure. Who they can talk to for help. To make their own decisions and not follow others if this makes them feel uncomfortable, That you can change your mind at any time. That if you try something and realise this makes you feel uncomfortable that you can stop at any time. Respecting the law. Spring 2 To discuss the law and things are legal at different ages.	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws H38. how to predict, assess and manage risk in different situations H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) In an Emergency H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health L11. recognise ways in which the internet and social media can be used both positively and negatively. L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14that connected devices can share information	Listen Personal information Images Frightened Worried Report Inappropriate Marriage Romantic Care Support Lonely Excluded Permission Peer pressure Advice Positive Negative Age restrictions Body image Media Influence Illegal Law Legal Drug Habit Cigarette Alcohol Nicotine Medicines Vaping	
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	Drug Education and managing risk. Summer 1	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	Emergency Distribution	
	Look at the impact on health that cigarettes, nicotine, alcohol, vaping and medicines have. That if you have done something illegal / not age appropriate you can still seek help.			