



Year 5 Planning Overview			
	Autumn	Spring	Summer
<b>Topic title</b>	<b>Planet Earth</b>	<b>Home from home (Vikings)</b>	<b>Egyptians</b>
<b>Drivers (past present future)</b>	<p><b>Present:</b> How does the sun affect our everyday life? (time zones, 24 hour lifestyles, farming, daylight hours in different places)</p> <p><b>Future:</b> How dangerous could the sun become? (sun itself, skin cancers etc, deserts, erosion, bodies of water drying up)</p>	<p><b>Past:</b> Why did people invade other places?</p> <p><b>Present:</b> Why do people migrate today? (jobs, war, famine, persecution)</p> <p><b>Future:</b> Where will everyone go? (if our population continues to grow)</p>	<p><b>Past:</b> How did the ancient Egyptians improve our world?</p> <p><b>Present:</b> What has survived from the Ancient Egyptians that we still use today?</p>
<b>Global goals Year B</b>	Reduced inequalities Sustainable cities and communities Responsible consumption and production	Climate action Life below water	Life on land Peace and justice- strong institutions
<b>Visit/ experience linked to the topic</b>	Trip to National Space Centre	Hire actors in – re-enactment, artefacts. Viking school visits.com / Viking Day organised in school.	British Museum Visit & theatre trip (Joseph and his technicoloured dreamcoat) London? OR Museum closer, e.g. Cambridge (Fitzwilliam).
<b>Overall outcome for topic (showcase)</b>			
<b>Hook</b>	VR Headsets to explore space Video of the Moon Landing	<b>Viking Day</b>	
<b>Key Texts</b>	Cosmic- Frank Cottrell  Ask an Astronaut: My guide to life in space	<i>Viking Boy by Tony Bradman</i>	<i>Secrets of a Sun King by Emma Carroll</i> <i>My mummy ate my homework by Thiago de Moraes</i>

<b>English/Phonics</b>	<p><b>Newspaper report</b></p> <p><b>Non-Chronological report</b> – Planet Earth/Pandora</p> <p><b>Biography</b> – <b>Hidden figures</b> (or a character from cosmic)</p> <p><b>Narrative</b> – Pandora- fantasy story</p>	<p><b>Recount</b> – link back to Space Centre trip</p> <p><b>Narrative</b> – starting with the action</p> <p><b>Discussion report – history outcome</b></p> <p><b>Letters</b> - linked to overall topic outcome (letter to MP)</p>	<p><b>Explanation</b> – Process of Mummification</p> <p><b>Poetry</b> – Dreadful Menace</p> <p><b>Recount</b> – Howard Carter’s diary (video- Tadeo Jones)</p>
<b>British Values</b>	<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Beginning to talk about examples of democracy</li> <li>• Take part in a fair vote (House Captains and School councillors)</li> </ul> <p><b>Mutual Tolerance &amp; Respect for Diversity</b></p> <ul style="list-style-type: none"> <li>• Understands how all people are equal and different (Link to Hidden Figures)</li> </ul> <p><b>Individual Liberty</b></p> <p>Understands that individual liberty has to be within the rules</p> <p>Talk about some of the UN Children’s Rights</p>	<p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Think about why we have the ‘rule of law’</li> <li>• Explore rules, learning their value and purpose</li> </ul>	<p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Discuss the right to live in freedom and individual liberty</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Beginning to talk about examples of democracy</li> </ul>

<b>Focus Subjects</b>	<b>Block 1</b>	<p><b>Science - Earth and Space</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know the names of the planets</li> <li>I can describe the movement of the Earth and other planets relative to the Sun</li> <li>I can describe the movement of the Moon relative to the Earth</li> <li>I can describe the Sun, Earth and Moon (using the term spherical)</li> <li>I can explain the movement of the Earth and other planets relative to the Sun</li> <li>I can explain the movement of the Moon relative to the Earth</li> <li>I can explain and demonstrate how night and day are created</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can compare the time of day at different places on the earth</li> <li>I can create shadow clocks</li> <li>I can begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Aztecs</li> <li>I can explore the work of some scientists (Ptolemy, Alhazen, Copernicus)</li> </ul>	<p><b>History</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can test out a hypothesis in order to answer questions</li> <li><b>I know that the Vikings and Anglo Saxons invaded Britain</b></li> <li>I can explain how our locality has changed over time</li> <li>I can compare two or more historical periods; explaining things which changed and things which stayed the same</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can make connections and comparisons between the past and present through explaining and justifying my reasons</li> <li></li> </ul>	<p><b>History</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;</li> <li>Pupils should understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know how to read timelines with centuries and decades</li> <li>I can draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>I can use different sources to find information about the past</li> <li>I understand some of the key achievements of the Ancient Egyptians</li> <li>I can explain what life was like for the Ancient Egyptians</li> <li>I can use different sources to learn about what life was like for the Ancient Egyptians</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can adapt my ideas and viewpoints as new historical information arises</li> </ul>

	<b>Subject Outcome 1</b>	<b>Science: Earth and Space</b> Create a 3D model of the Earth, Moon and Sun and the orbital relationships between the two	<b>History:</b> Create a discussion report to compare Vikings and Saxons and their impact on Britain (double page spread?)	<b>History:</b> Create a double page spread to explain the achievements of the Egyptians using evidence gathered from a range of sources
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	<b>Block 2</b>	<p><b>Science – Forces (Gravity)</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance and friction, that act between moving surfaces</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know the vocabulary related to forces</li> <li>I can explain what gravity is and its impact on our lives</li> <li>I can identify the effect of air resistance</li> <li>I can identify the effect of friction</li> <li>I can explain the effect of air resistance</li> <li>I can explain the effect of friction</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravity</li> <li>I can describe and explain how motion is affected by forces (including gravitational attractions, magnetic attraction and friction)</li> <li>I can design very effective parachutes</li> </ul>	<p><b>Science Living things and their habitats</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird</li> <li>I can describe the differences between different life cycles</li> <li>I can describe the process of reproduction in plants</li> <li>I can describe the process of reproduction in animals</li> <li>I can compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. comparing a rainforest with a desert</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>When pond dipping, I can identify different species and suggests which stage of the lifecycle they are in (e.g. frog spawn)</li> </ul> <p><b>Science – Animals – including Humans</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> <li><b>Pupils should draw a timeline to indicate stages in the growth and development of humans</b></li> <li><b>They should learn about the changes experienced in puberty</b></li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can create a timeline to indicate stages of growth in humans</li> </ul> <p><b>Greater Depth</b></p>	<p><b>Science – Properties and changes of materials</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know and can demonstrate that some changes are reversible and some are not</li> <li>I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets)</li> <li>I can describe how a material dissolves to form a solution; explaining the process of dissolving</li> <li>I can describe and show how to recover a substance from a solution</li> <li>I can describe how some materials can be separated</li> <li>I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating)</li> <li>I can discuss reversible and irreversible changes</li> </ul>
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<b>Subject Outcome 2</b>	<p><b>Science: Forces (Gravity)</b></p> <p>Design a parachute to support a Rocket landing on the moon/ returning to Earth – thinking about shape, size etc</p>	<p><b>Science: Living Things</b></p> <p>Compare how reproduction rates are changing for different species (e.g. endangered animals and baby booms)</p>	<p><b>Science: (Chemical Changes)</b> use knowledge of solids, liquids and gases to filter dirty water: who can make the cleanest water?</p>

	<b>Block 3</b>	<p><b>Geography</b></p> <p><b>National Curriculum Objectives</b>  <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> <li>identify the position and significance of equator &amp; Northern and Southern hemisphere</li> </ul> <p><b>Human and physical geography describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: vegetation belts and mountains</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can use some basic Ordnance Survey map symbols</li> <li>I know how to use an atlas</li> <li>I can name and locate many of the world’s most famous mountainous regions in an atlas</li> <li>I know the features of a vegetation belt and how mountains are formed</li> <li>I can plan a journey to a place in another part of the world, taking account of distance and time</li> <li>identify the position and significance of equator &amp; Northern and Southern hemisphere</li> <li>I can identify land use patterns and I can understand how some of these have changed over time</li> <li>I can use maps and atlases to identify the position and significance of the equator and north and southern hemisphere</li> </ul> <p><b>Greater Depth</b></p>	<p><b>Geography</b></p> <p><b>National Curriculum Objectives</b>  <b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can explain how a location fits into its wider geographical location with reference to human and economical features</li> <li>I can identify features of regions in the UK including rivers and mountains</li> <li>I can compare physical and human geographical similarities and differences when studying a region of the United Kingdom</li> <li>I can name and locate some counties that are part of the United Kingdom using maps and atlases</li> <li>I can use fieldwork to observe measure and record the human and physical features in the local area</li> <li>I can use Sketch maps, plans, graphs and digital technologies to present my findings</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises</li> </ul> <p>I can evaluate geographical information/sources and draw appropriate conclusions</p>	<p><b>Geography:</b></p> <p><b>National Curriculum Objectives</b>  <b>Human and physical geography describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>physical geography, including: rivers</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can name and locate many of the world’s most famous rivers in an atlas</li> <li>I can explain why many cities are situated on or close to rivers</li> <li>I can explain why people are attracted to live by rivers</li> <li>I can explain the course of a river</li> </ul>
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	Subject Outcome 3	<b>Geography:</b> create a fact file about the physical features of our planet: what makes up our Earth?	<b>Geography:</b> Present a ‘Location, Location, Location’ style video to persuade a Viking where is best to settle (Horrible Histories style)	<b>Geography:</b> create an explanation video to accompany a presentation to explain how a river is formed
	Block 4	•	<b>Science - Forces</b>  <b>National Curriculum Objectives</b> <ul style="list-style-type: none"> <li>• identify the effects of water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <b>Granular Knowledge</b> <ul style="list-style-type: none"> <li>• I can identify the effect of water resistance</li> <li>• I can identify the effect of friction</li> <li>• I can explain the effect of water resistance</li> <li>• I can explain the effect of friction</li> <li>• I can explain how levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <b>Greater Depth</b> <ul style="list-style-type: none"> <li>• I can work out how water can cause resistance to floating objects</li> </ul>	
	Subject Outcome 4		<b>Science: Forces</b> Modify a basic ship design to make the fastest ship to move through water, considering water resistance and levers (oars)	



	<b>RE Unit</b>	<b>Christianity:</b> <ul style="list-style-type: none"> <li>To know how Christians make a difference with the problems in the UK today.</li> </ul>	<b>Sikhism:</b> <ul style="list-style-type: none"> <li>To explore what happens in Sikh celebrations.</li> <li>To know what Sikhs believe about God and creation (<b>Visit a Gudwara?</b>)</li> </ul>	<b>Sikhism:</b> <p>To know why the Seva (selfless service) is an important aspect of human life.</p>
<b>D&amp;T</b>	<b>Food</b> Celebrating culture and seasonality	<b>Frame structures</b> <ul style="list-style-type: none"> <li>Research frame structures</li> <li>Investigate and make annotated drawings of existing frame structures</li> <li>Discuss the brief of designing and making a small-scale frame structure (bird hide / camouflaged shelter)</li> <li>Demonstrate skills and techniques for making successful joins (using art straws, pipe cleaners, paper etc)</li> <li>Develop an understanding of how triangulation adds strength to framework structures.</li> <li>Use research and knowledge to design a small-scale model of a framework in line with the design brief and provide a step by step plan for making.</li> <li>Make products with accuracy, evaluate and consider fit against purpose and end user.</li> </ul>	<b>Mechanical Systems (cams)</b>	
<b>Art</b>	<b>Autumn 1</b> Debussy – great wave (printing) <ul style="list-style-type: none"> <li>Explore the printing technique, work and world of Japanese artist Katsushika Hokusai with a focus on The Great Wave (1830)</li> <li>Identify and draw features of the natural world and use marks and lines to add detail and texture</li> <li>Compare a variety of wave representations by artists (Claude Monet, Pierre-Auguste Renoir, William Turner, Vanessa Mae) to inspire their own work</li> </ul>	<b>Spring 1</b> Viking inspired tessellations <ul style="list-style-type: none"> <li>Know how to produce a repeating pattern and understand composition.</li> <li>Understand the terms ‘rotation’ and ‘tessellation’ by looking at repeated patterns by M.C. Escher.</li> <li>Know about the 6 different styles found in Viking art.</li> <li>Appraise and improve their work by re-looking back at their own sketches.</li> </ul>	<b>Summer</b> Birds in Ancient Egyptian Art (clay) <ul style="list-style-type: none"> <li>Learn about Ancient Egyptian art with a focus on the symbolism of birds.</li> <li>Investigate sketching birds in motion and birds in still frame from a photo.</li> <li>Understand a profile image and sketching birds mainly in profile.</li> </ul>	

The Big Idea Long Term Learning Journey – Year 5

	<ul style="list-style-type: none"> <li>• Know how to create an accurate print design following criteria</li> <li>• Know how to create a printing block in two ways, using string and styrofoam</li> <li>• Know that this method of printing requires a thick printing ink</li> <li>• Know how to combine a print with other media</li> <li>• Use the string block to create a wax resist image (wax candle and watercolour) and print</li> <li>• Use printing tools, appropriate pressure and control to create clean prints</li> </ul> <p><b>Autumn 2</b> Abstract art – a view from above (digital media)</p> <ul style="list-style-type: none"> <li>• Know how to use digital media (Google Earth) and view an object from an aerial perspective.</li> <li>• Understand the term 'abstract'.</li> <li>• Know about the artist Yann Arthus-Bertrand and his work in aerial photography.</li> <li>• Appraise and improve their work by re-looking back at their own sketches.</li> <li>• Learn how to enlarge their drawing using the grid method.</li> <li>• Understand how to move from 2D to 3D in their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their knowledge of watercolour and create different tones.</li> <li>• Develop their understanding of tone and shading during initial sketches.</li> <li>• Understand how to produce a repeating pattern/tessellation in the style of M.C. Escher.</li> </ul> <p><b>Spring 2</b> Munch – expression and emotion</p> <ul style="list-style-type: none"> <li>• Learn about the artist, Edvard Munch and his link to Expressionism.</li> <li>• Investigate the <u>Brücke</u> group and discuss Expressionism artists.</li> <li>• Know how to appraise art and research an artist and know their key works.</li> <li>• Know how to mark make in an expressionistic way and use different tools and techniques to create effects.</li> <li>• Reflect on their art journey and explain how an image makes them feel.</li> <li>• Learn how to sketch a portrait showing emotion and how to create tension in a piece.</li> <li>• Develop use of charcoal, pastel and oil pastel techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate using negative spaces and the effect of contrasting lighter areas with darker areas to develop depth in drawings.</li> <li>• Make observational sketches and develop tone and shading.</li> <li>• Make preliminary sketches in preparation for a clay etching in the style of an Ancient Egyptian stone carving.</li> <li>• Develop clay making techniques including slips, rolling, carving and decoration.</li> </ul>
<p><b>Computing</b></p>	<p><b>Autumn 1</b> Sharing information</p> <ul style="list-style-type: none"> <li>• Explain that computers can be connected together to form systems</li> <li>• Recognise the role of computer systems in our lives</li> <li>• Recognise how information is transferred over the internet</li> <li>• Explain how sharing information online lets people in different places work together</li> <li>• Contribute to a shared project online</li> <li>• Valuate different ways of working together online</li> </ul> <p><b>Autumn 2</b> Vector drawing</p>	<p><b>Spring 1</b> Selection in Physical Computing</p> <ul style="list-style-type: none"> <li>• Control a simple circuit connected to a computer</li> <li>• Write a program that includes count-controlled loops</li> <li>• Explain that a loop can stop when a condition is met, eg number of times</li> <li>• Conclude that a loop can be used to repeatedly check whether a condition has been met</li> <li>• Design a physical project that includes selection</li> <li>• Create a controllable system that includes selection</li> </ul> <p><b>Spring 2</b></p>	<p><b>Summer 1</b> Flat file databases</p> <ul style="list-style-type: none"> <li>• Use a form to record information</li> <li>• Compare paper and computer-based databases</li> <li>• Outline how grouping and then sorting data allows us to answer questions</li> <li>• Explain that tools can be used to select specific data</li> <li>• Explain that computer programs can be used to compare data visually</li> <li>• Apply my knowledge of a database to ask and answer real-world questions</li> </ul> <p><b>Summer 2</b> Selection in quizzes</p>

	<ul style="list-style-type: none"> <li>Identify that drawing tools can be used to produce different outcomes</li> <li>Create a vector drawing by combining shapes</li> <li>Use tools to achieve a desired effect</li> <li>Recognise that vector drawings consist of layers</li> <li>Group objects to make them easier to work with</li> <li>Evaluate a vector drawing</li> </ul>	<b>Video editing</b> <ul style="list-style-type: none"> <li>Explain what makes a video effective</li> <li>Use a digital device to record video</li> <li>Capture video using a range of techniques</li> <li>Create a storyboard</li> <li>Identify that video can be improved through reshooting and editing</li> <li>Consider the impact of the choices made when making and sharing a video</li> </ul>	<ul style="list-style-type: none"> <li>Explain how selection is used in computer programs</li> <li>Relate that a conditional statement connects a condition to an outcome</li> <li>Explain how selection directs the flow of a program</li> <li>Design a program which uses selection</li> <li>Create a program which uses selection</li> <li>Evaluate a program</li> </ul>
<b>E-Safety</b>	<p><b>Autumn 1</b> <b>Self Image and Identity</b></p> <ul style="list-style-type: none"> <li>Explain how identity online can be copied, modified or altered.</li> <li>Demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>Give examples of technology-specific forms of communication</li> <li>Explain that there are some people I communicate with online who may want to do me or my friends harm.</li> <li>Recognise that this is not my / our fault.</li> <li>Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions</li> <li>Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> </ul> <p><b>Autumn 2</b> <b>Health, Wellbeing and Lifestyle</b></p> <ul style="list-style-type: none"> <li>Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</li> <li>Explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the</li> </ul>	<p><b>Spring 1</b> <b>Managing Online information</b></p> <ul style="list-style-type: none"> <li>Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li> <li>Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</li> <li>Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li> <li>Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>Explain how to block abusive users.</li> <li>Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</li> </ul> <p><b>Spring 2</b> <b>Managing online Information</b></p> <ul style="list-style-type: none"> <li>Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</li> <li>Describe ways of identifying when online content has been commercially sponsored or boosted,</li> </ul>	<p><b>Summer 1</b> <b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>Search for information about an individual online and summarise the information found.</li> <li>Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</li> <li>Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li> <li>explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> <li>Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> <li>Identify a range of ways to report concerns and access support both in school and at home about online bullying.</li> </ul> <p><b>Summer 2</b> <b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>Assess and justify when it is acceptable to use the work of others</li> </ul>

	<p>importance of seeking permission from a trusted adult before purchasing.</p> <p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>• Explain what a strong password is and demonstrate how to create one.</li> <li>• Explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</li> <li>• Explain what app permissions are and can give some examples.</li> </ul>	<p>(e.g. by commercial companies or by vloggers, content creators, influencers).</p> <ul style="list-style-type: none"> <li>• Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</li> <li>• Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</li> <li>• Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</li> </ul> <p><b>Wellbeing and Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</li> <li>• Describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul> <p><b>Time to revisit based on assessments</b></p>
<p><b>PSHE</b></p>	<p><b>Autumn – Relationships Families and friendships</b></p> <p>Understands what makes a healthy friendship and how they make people feel included</p> <ul style="list-style-type: none"> <li>• about peer influence and how it can make people feel or behave</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> </ul> <p><b>NSPCC WORKSHOP/Protective Behaviours</b></p> <p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> </ul>	<p><b>Spring- Living in the Wider World Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• about the way that money is spent and how it affects the environment</li> </ul> <p><b>Media literacy and Digital resilience</b></p> <ul style="list-style-type: none"> <li>• <b>Covered throughout e-safety</b></li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• Identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> </ul>	<p><b>Summer- Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Knows about the difference between positive risk taking and dangerous behaviour</li> <li>• knows how to deal with common injuries using basic first aid techniques</li> <li>• Knows about healthy sleep strategies</li> <li>• Understands occasions where they can help take responsibility for their own safety</li> <li>• Knows about how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• Know that bacteria and viruses can affect health and can discuss how to avoid spreading germs with good hygiene routines</li> <li>• Understands their personal identity</li> <li>• Can recognise, understand, respect and discuss the individuality and different qualities of themselves and others</li> <li>• Knows how to identify external genitalia and reproductive organs</li> </ul>

	<ul style="list-style-type: none"> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul> <p><b>Linked to Hidden Figures work</b></p> <ul style="list-style-type: none"> <li>• Understands what discrimination means and discuss different types of discrimination</li> <li>• Knows that everybody should be treated fairly</li> </ul> <p><b>Hello Yellow Day</b></p> <ul style="list-style-type: none"> <li>• About the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	
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