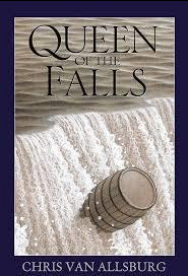
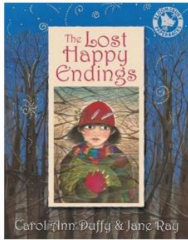
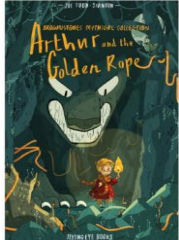
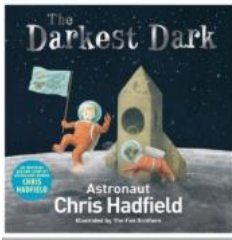
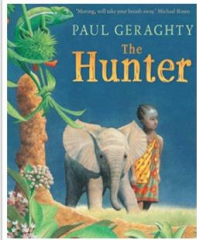




St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Focus text	 CHRIS VAN ALLSBURG Queen of the Falls Recount and Diary	 Carol Ann Duffy & Jane Riley The Lost Happy Endings Traditional Tale	 Arthur and the Golden Rope Myth writing	 The Darkest Dark Astronaut Chris Hadfield Biography	 The Paper Bag Prince Information Leaflet	 PAUL GERAGHTY The Hunter Narrative
	 The Moon Poetry					

Truthfulness

Hope

Thankfulness

Forgiveness

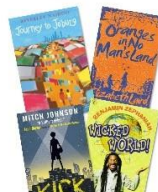
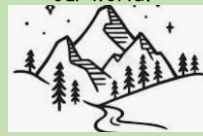
Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Guided reading	 Science: Space	 Modern Fiction & Poetry	 Myths and Legends	 History: Vikings	 Stories and poems from other cultures	 Geography: The Americas
Enquiry question	What is it like to live North America? 	What was Britain like after the Romans left? 	Why was there a struggle between the Anglo Saxons and Vikings? 	How do mountains influence our world? 	How can we make a more sustainable world for everyone? 	How are oceans changing and why does it matter? 
Maths	Place value to 1,000,000 Rounding Roman Numerals Adding and subtracting beyond 4 digits Word problems with more than one step	Multiples, factors, prime, square and cube numbers Multiplying and dividing by 10, 100 and 1000 Equivalent fractions Adding fractions Improper fractions and mixed numbers	Long Multiplication Short Division Long Division Problem solving Multiplying fractions Finding fractions of amounts	Find equivalents between decimals and fractions Round decimals Link decimals, fractions and percentages Perimeter and Area Line graphs and tables	Measuring angles Calculating with angles Regular and Irregular shapes 3D Shapes Co-ordinates Lines of Symmetry Add and subtract decimals	Multiply & divide decimals by 10, 100 and 1000 Convert units of measure Negative numbers Measuring and calculating volume
RE	What is the nature and character of God?	How do people show their faith in action across the world?	What are the benefits of worship for a believer?	How did the news of Jesus resurrection spread around the world?	Does evolution disprove creation?	How does having faith affect people's lives?
Key Christian themes	Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people.	Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.	Evaluate diverse Christian expressions of worship. Identify the links between the Passover meal, Last Supper and Eucharist.	Delve deeper into the meaning and impact of the Ascension and Pentecost. Provide children with an opportunity to gain greater	Explore whether the Big Bang Theory disproves the Genesis accounts of creation.	Explore what it means for a person to have faith and how having faith affects people's

Truthfulness

Hope

Thankfulness

Forgiveness

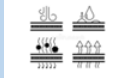
Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Increase pupil's awareness that many people live without any belief in or recognition of the existence of God. Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.	Investigate how one charity has responded to The Beatitudes Evaluate the impact of one Christian activist	Develop pupils' understanding of the Eucharist and the symbolism connected with it	understanding of the lives and resilience of the early Christians. Realise the significance of the life of St Paul and the concept of mission.	Discuss if Christian spiritual experience can co-exist alongside scientific principles.	lives, values and decisions. Discuss that Christian people are called to build God's kingdom here on earth Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.
Comparing to Islam and other worldviews	Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths. Identify, describe, and explain key Muslim beliefs related to Allah (God).	Explain how Muslims' organisations help people in need.			Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view. Explain why Humanists feel that science is a process which allows claims to be tested.	Explain how Muslims' organisations help people in need. Describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will.
Science	Earth and Space How does our position in the solar system impact life on Earth? 	Forces What effects do different forces have? 	Forces What impact do gears, levers and pulleys have on forces? 	Materials When we change a material is it forever? 	Animals How do animals change as they pass through a life cycle? 	Living things and their habitats Are there differences in life cycles? 
Scientists	Nicolaus Copernicus Tim Peake	Isaac Newton	Elon Musk	Albert Einstein Hugh Bradner	Alexander Fleming Rosalind Franklin	Gregor Mendel Jane Goodall
Substantive Knowledge	Know that the Earth orbits the sun whilst spinning on its axis.	Know that friction has an impact on the force needed to move an object. Know that forces can be measured.	Know water resistance is a push force that uses friction to slow things	Know that dissolving and changes of state are reversible changes.	Know that the human life cycle has many stages: embryo, foetus, toddler, child, adolescent, adult, older adult	Know the life cycles of a mammal, amphibian, insect and bird.

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Know that the moon orbits Earth. Know that the position of Earth in the solar system is ideal for supporting life on Earth, Know the names and order of the planets in the solar System and some facts about them. Know the sun is at the centre of the solar system (which is a model called heliocentrism). Know that shadows change throughout the day as the earth rotates on its axis. Know that the length of shadows varies based on the position of the sun.	. Know that gravity is a force that acts at a distance and attracts all objects towards each other; larger objects have a stronger gravitational pull. Know air resistance as a type of friction force that acts in the opposite direction to that of an object moving through the air.	down as they move through water. Know upthrust pushes upwards against objects falling downwards in liquid; if the upthrust is equal to the weight of the object, the object will float. Know that levers, pulleys and gears are simple machines that allow us to achieve tasks that require a lot of force.	Know that some materials will dissolve in liquid to form a solution. Know that the process of evaporation can be used to help recover a substance from a solution know that mixing is a reversible change. Know how to separate mixtures using filtering, sieving, evaporating and using magnets. Know that some changes which materials undergo are not reversible and often result in the formation of a new material	Know some of the ways that humans will change as they pass through the different stages of their life cycle. Know the physical and emotional changes that occur during puberty.	Know that naturalists study living things in a range of worlds. Know the life cycle of a flowering plant. Know that some plants can grow new plants from bulbs, runners and tubers. Know that in asexual reproduction, the plants are a clone of their parents.
--	--	---	--	---	---	---

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Disciplinary Knowledge	Create a model to understand the movement of Earth in relation to the sun and moon. Identify scientific evidence that has been used to support or refute ideas or arguments e.g. heliocentric universe. Use secondary sources to find out information about planets in the solar system. Create a to-scale model of the Solar System to understand distances and sizes Use a model to understand the movement of the Earth, how this creates day and night, and seasons Plan a pattern-seeking investigation to identify how shadows change throughout the day.	Plan a scientific enquiry to answer a question about different Forces Decide the variables to be controlled. Take accurate measurements using a force-meter. Use scientific diagrams to show the direction of forces. Report and present findings, drawing conclusions Identify the scientific evidence that has been used to support or refute ideas about gravity (Galileo Galilei and Isaac Newton)	Use knowledge of water resistance to make predictions. Plan a scientific enquiry to test the effects of shape and surface area on water resistance. Measure speed and identify relationships between water resistance and shape Use diagrams and labels to show the direction of a range of forces. Explain causal relationships in the components of levers, gears and pulleys	Understand how to take measurements using a thermometer with increasing accuracy. Decide how to measure which cup is the best thermal insulator - how will it be measured? What will be used? What method will be followed? Use the information from line graphs to draw conclusions Plan an enquiry (fair test) answer a question, including recognising and controlling variables. Understand why scientists take repeat reading.	Decide which questions to ask that will give the information that is needed. Plan a scientific enquiry, deciding own method and way of recording. Take measurement with accuracy using appropriate equipment. Take repeat readings when appropriate. Record data and produce a line graph to display the results. Identify causal relationships and present findings from investigations about how we grow. Record similarities and differences	Compare and contrast life cycles of different animals to identify similarities and differences. Ask questions about the local area and plan different types of scientific enquiries to answer them, including recognising and controlling variables where necessary. Label diagrams using a range of scientific language related to reproduction in plants Form a hypothesis and then try to grow new plants from different parts of the parent plant, using knowledge of how plants grow and reproduce Build a classification diagram.
History		Anglo-Saxons and Scots Articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places &	Viking and Anglo-Saxon struggle Develop knowledge of the invasion and settlement of the Vikings in England during the time of Edward the Confessor including			

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

		people and the legacy they left.	their impact on Britain, their beliefs, way of life and the legacy left		
History Skills	Develop chronologically secure knowledge of time periods, individuals and events building on chronology knowledge from KS1 and Year 3 and 4 Have a secure knowledge and understanding of the different between British, local and world history. Establish a clear narrative within a period of study, noting connections, contrasts and trends over time. Use appropriate historical terms. Regularly address and devise historically accurate questions about change, cause, similarity, difference and significance. Understand how knowledge of the past constructed from a range of sources of evidence and be able to identify primary and secondary sources. Construct informed responses that involve a thoughtful selection and organisation or relevant historical information				
Geography	Would you like to live in the desert? Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment.			What is life like in the Alps? Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Why do oceans matter? Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.					
Art	Textile Sheila Hicks Study and discuss the work of Sheila Hicks. Use sketchbooks to develop weaving designs. Develop accuracy and control in weaving techniques. Create texture and pattern through weaving. Select fibres and colours purposefully. Use weaving to represent landscapes. Evaluate and explain artistic choices using art vocabulary.	Collage John Piper Study and discuss the work of John Piper. Use sketchbooks to record observations and develop ideas. Select and combine collage materials purposefully. Create texture through tearing, cutting, layering and overlapping. Use composition to create depth in landscapes. Represent historical environments through art. Evaluate and explain artistic choices using art vocabulary.	Painting Kandinsky Study and discuss the work of Wassily Kandinsky. Explore colour theory through paint mixing. Use sketchbooks to develop compositions. Investigate Anglo-Saxon and Viking patterns and motifs. Create abstract paintings using shape, pattern and colour. Apply painting techniques with increasing control and precision. Evaluate and explain artistic choices using art vocabulary.	Mixed media Vicent Van Gogh Study and discuss the work of Vincent van Gogh. Use sketchbooks to develop ideas and observations. Draw complex objects with increasing accuracy and proportion. Apply tone, shading and mark-making techniques. Experiment with and combine mixed-media materials. Create atmosphere through colour, texture and movement. Evaluate and explain artistic choices using art vocabulary.	Sculpture Bordalo II Study and discuss the work of Bordalo II. Use sketchbooks to develop observational drawings and designs. Explore structure, form and texture in 3D art. Select and combine recycled materials purposefully. Construct and refine a 3D sculpture. Use art to communicate environmental issues. Evaluate and explain artistic choices using art vocabulary.	Drawing Quentin Blake Study and discuss the work of Quentin Blake. Use sketchbooks to develop observational drawings. Draw marine life accurately using shape and proportion. Create texture through mark making and line. Use expressive line to suggest movement. Plan and create a detailed illustrated scene. Evaluate and explain artistic choices using art vocabulary.

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

						
DT		Structures Anglo-Saxon Houses		Mechanisms 3D Moon Buggies	Electrical Systems Light up New York Scene	
		Develop ideas through the analysis of existing frame structures and use research into Anglo-Saxon houses to model and communicate ideas. Explain choice of materials according to functional properties and aesthetic qualities. Investigate and evaluate a range of frame structures including the materials, components and techniques that have been used. Develop and use knowledge of box and frame structures and, where appropriate, more complex 3D structures. Develop and use knowledge of how to construct strong, stiff frame structures		Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Compare the final product to the original design specification. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.	Develop a design specification for a functional product that responds automatically to changes in the environment. Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional light up cityscape. Test the system to demonstrate its effectiveness Understand and use electrical systems in products.	

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

PE	Health related exercise	Gymnastics	Dodgeball	OAA: Communication	Athletics: Running	Striking fielding: Cricket
	Plan warm up and cool down activities Understand the impact of exercise on the body Encourage a partner as they work through the circuit Continue to try and improve own performance	Show evidence of fluidity in performances Use cannon and unison in performances	Develop confidence when catching a ball Develop understanding of why we might block a ball thrown towards us during a game. Throw with accuracy and power. Learn defensive tactics	Learn how to work as a team and use different tactics Develop different ways of communicating as a team Solve problems by collaborating	Run jump and throw correctly Identify who should compete in an event and explain why Take part in and enjoy competitive athletics Work within a team recognising everyone has a role.	Develop an understanding of fielding tactics Understand what happens when the batter misses a ball Select effective positions for fielding Play games in mini-tournaments
	Invasion games: Hockey	Net and wall game: Netball	OAA: Problem Solving/orienteering	Net and Wall: tennis	Dance: The ocean	Net and Wall: Badminton
	Outwit an opponent and keep possession of the ball applying effective decision-making Understand the different roles and positions within a game Collaborate and work together in a team Encourage others even when they make a mistake	Apply an understanding of passing, receiving and moving to score points against another team Understand the difference between attack and defence Collaborate as a team	Know the characteristics of a good team Focus on collaboration and communication Introduce the concept of a map or a plan and to help us navigate. use a map to follow a route. reach as many points as possible in an allocated time.	Understand how to win a game Develop the volley shot Think about how and where to serve	Create movements/expressions based on the ocean Use effective stage presence to convey a character Create dance sequences using timing and rhythm Peer assess work making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character.	Understand how to win games of badminton Learn the forehand and backhand shot Create space to win a point. Learn how to use a serve to win points
MFL	Me and My friends	Time in the city	At the Market	Clothes	Out of this world	Going to the seaside
	Extended feelings Expressing feelings using extended phrases and new adjectives Introducing my friend	In the city Explore a city in Spain including reading and understanding facts	Fruits and vegetables Revisit fruits and vegetables Take part in a class survey Numbers to 100 Count in 10s up to 100	Clothes Learn nouns for items of clothing Look at the verb to wear Describe clothes nouns using adjectives of colours	Space travellers Fill out an ID card. Understand and create simple dialogues based on personal information. Describing planets	In my beach bag Find out more about beaches in Spain Learn nouns for items to take to the beach Come to the beach!

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Learning to speak in the third person singular, about another person (e.g. he is called...) School subjects Learning nouns for school subjects Giving extended opinions including conjunction 'because' to give a reason for liking/disliking a subject	Look at nouns for places in a town or city, including shops Explore language for buying tickets to a tourist attraction, including the polite request Describe a city in the role of a tour guide Souvenir shopping Learn and remember nouns for souvenirs Recognise and understand prices Ask for a price Festive jumpers Design and describe a Christmas jumper	At the market Ask "How much is it?" and answer with a price in Euros. Ask and answer "Do you have...?" with a fruit or vegetable noun. Take part in market role play Recipe Read and follow instructions for a fruit salad recipe	Read and understand outfit descriptions Design and describe an outfit Clothes and carnival Learn vocabulary related to carnival outfits Understand a description of a carnival outfit Create a description of a carnival outfit	Revisit familiar adjectives in new contexts. Understand and use new adjectives to describe planets A planet is born Follow and understand a story Revisit colours, places in the city and weather phrases. Write a descriptive sentences and create your own imaginary planets.	Use persuasive sentences to create and perform a spoken advert about the seaside Use persuasive sentences to create a leaflet about the seaside Sandcastle sentences Create extended sentences about the seaside using conjunctions
Music	Music and Culture / Composers		Instruments: Keyboards		Instruments: Djembe Drumming	
	Know how music played a pivotal role within the civil rights movement. Learn about Nina Simone and make links from her music to the civil rights movements Listen to and play Blackbird by the Beatles on the keyboard Compare two pieces of music Listen to Labri Siffre - something inside so strong as a protest song		Using three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords alongside thinking about 'how music improves our world' linking to social justice, acceptance, tolerance, politics, respect.		Pupils explore African rhythm and storytelling through the traditional tale The Hunter. Using keyboards, percussion instruments and djembe drums, pupils create and perform their own rhythmic compositions inspired by the journey, characters and events within the story. Explore pulse, rhythm, texture and dynamics, learning how music can be used to communicate narrative, mood and atmosphere while gaining an appreciation of African musical traditions.	
Computing	Computing systems and networks - systems and searching	Creating Media - Video Production	Programming A - Selection in physical computing-Micro:bits	Data and Information - Flat-file databases	Creating Media - Introduction to vector graphics	Programming B - Selection in quizzes
	To explain that computers can be connected to form systems. To recognise the role of computer systems in our lives.	To explain what makes a video effective. To use a digital device to record video. To capture video using a range of techniques.	To control a simple circuit connected to a computer. To write a program that includes count-controlled loops.	To use a form to record information. To compare paper and computer-based databases. To outline how you can answer questions by	To identify that drawing tools can be used to produce different outcomes .	To explain how selection is used in computer programs. To relate that a conditional statement

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	To identify how to use a search engine. 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.	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.	To explain that a loop can stop when a condition is met. To explain that a loop can be used to repeatedly check whether a condition has been met. To design a physical project that includes selection. To create a program that controls a physical computing project.	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.	connects a condition to an outcome. To explain how selection directs the flow of a program. To design a program that uses selection. To create a program that uses selection. To evaluate my program.
PSHE	Keeping and staying safe - peer pressure Being responsible - Looking out for others Feelings and emotions - Anger	Keeping and staying healthy - smoking Growing and changing - puberty Computer safety - image sharing			A world without judgement - inclusion and acceptance The working world - enterprise First Aid - first Aid parts 1 and 2	
	Peer Pressure - Pupils should.. • identify strategies we can use to keep ourselves and others safe • understand ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about how to stay safe and ask for help • identify key ideas and strategies shared by others that help people manage risks and stay safe • reflect on and build their own understanding of safety using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe Looking Out for Others- Pupils should...	Smoking - Pupils should... • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing • identify key ideas and healthy habits shared by others that support physical and personal health • reflect on and build their understanding of healthy choices using information gathered from discussions and observations			Inclusion and Acceptance - Pupils should... • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion • recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about respect, equality and inclusion in communities • identify key ideas and actions shared by others that help challenge judgement and support fairness • reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations	

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	• recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about what it means to act responsibly in different situations • identify key ideas and strategies shared by others that help people make responsible choices and support those around them • reflect on and build their own understanding of responsibility using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others Anger- Pupils should... • recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions • explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding • apply a range of strategies to manage feelings of anger in positive and responsible ways • reflect on how anger can be communicated and managed through words, actions and self-control Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about managing feelings and emotions in different situations • identify key ideas and strategies shared by others that help people understand and manage their emotions	• share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle Puberty - Pupils should... • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed • identify key ideas and strategies shared by others that help people build and maintain healthy relationships • reflect on and build their own understanding of relationships using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships Image Sharing - Pupils should... • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about staying safe when using technology and the internet • identify key ideas and strategies shared by others that help people use technology safely and responsibly • reflect on and build their own understanding of online safety using information gathered from discussions and observations	• share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others Enterprise - Pupils should... • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise Adults' & Children's Views - Pupils can... • listen to and observe a range of views from adults and children about how people work, support their families and contribute to society • identify key ideas and skills shared by others that help people succeed in different jobs and roles • reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life First Aid Year 5 (Part 1) - Pupils should... • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • understand when to call for emergency help First Aid Year 5 (Part 2) - Pupils can... • identify a range of situations that may require first aid • explain how to support someone with a minor or serious head injury • recognise how to support someone who is having a seizure
--	---	--	---

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	• reflect on and build their own understanding of emotions using information gathered from discussions and observations	• share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology	• understand how to support someone with a severe bleed • know when to call for medical help
--	---	--	--

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice