



Year 5

Programme of Study

Below is an outline of the curriculum to be taught over the course of Year 5.

English			
	Autumn Term	Spring Term	Summer Term
Writing	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		
	Weekly extended writing lesson Writing based on Varjak Paw e.g. Rewrite a chapter Persuasive letter Newspaper report Diary entry	Weekly extended writing lesson Book review- Varjak Paw Descriptive writing Playscript	Weekly extended writing lesson Writing based on Tom's Midnight garden e.g. Diary entry Letter Poem

	<p>Biography</p> <p>Poetry- anti bullying week</p> <p>Spooky story</p> <p>Weekly handwriting lesson. Practising joins in all letters- follow order on handwriting sheet. (Revision)</p>	<p>Balanced argument</p> <p>Informal letter</p> <p>Informative text</p> <p>Weekly handwriting lesson.</p> <p>Could recap spelling rules in handwriting lessons</p>	<p>Story</p> <p>Non- chronological report- WW1</p> <p>Weekly handwriting lesson.</p>
Grammar & Punctuation	<ul style="list-style-type: none"> - Pupils will be able to use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. - WEEKLY GRAMMAR LESSON 		
	<p>Revision of Year 1-4 objectives</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>speech</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using expanded noun phrases to convey complicated information concisely</p>	<p>Revision of 1-5 so far</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>Revision of grammar</p>
Spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. • WEEKLY SPELLING TEST / SPELLING LESSON 		
	<p>-cious and -tious endings. -cial and -tial endings.</p>	<p>Adding suffixes to words ending in -fer.</p>	<p>- Plurals</p>

	-ant/ancy and –ent/ency -ible and -able endings.	Use of the hyphen. 'l' before 'e' rule and exceptions. 'ough' letter string.	<ul style="list-style-type: none"> - Words with silent letters. - Homophones. - Year 5/6 word list
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes 		
	<p>Guided reading groups. (comprehension express) Reading, vocabulary and understanding linked to our class text- 'Varjak Paw'. Weekly comprehension lesson- linking to a wide range of topics and covering a variety of text types.</p>	<p>Guided reading groups. Reading, vocabulary and understanding linked to our class text- 'Varjak Paw' and 'Tom's Midnight Garden' Weekly comprehension lesson- linking to a wide range of topics and covering a variety of text types.</p>	<p>Guided reading groups. Reading, vocabulary and understanding linked to our class text- 'Tom's Midnight Garden' Weekly comprehension lesson- linking to a wide range of topics and covering a variety of text types.</p>

	Reading- to improve pace and understanding of a range of texts.	Reading- to improve pace and understanding of a range of texts.	Reading- to improve pace and understanding of a range of texts.
Reading	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.		
	<p>Guided reading groups / Individual reading sessions.</p> <p>School reading scheme- children working through the stages by reading both at school to an adult and at home.</p> <p>Use of reading diaries.</p> <p>Comprehension activities.</p> <p>Class text- Varjak Paw</p>	<p>Guided reading groups / Individual reading sessions.</p> <p>School reading scheme- children working through the stages by reading both at school to an adult and at home.</p> <p>Use of reading diaries.</p> <p>Comprehension activities.</p> <p>Class text- Tom's Midnight Garden</p>	<p>Guided reading groups / Individual reading sessions.</p> <p>School reading scheme- children working through the stages by reading both at school to an adult and at home.</p> <p>Use of reading diaries.</p> <p>Comprehension activities.</p> <p>Class text- Tom's Midnight Garden</p>

Maths			
	Autumn Term	Spring Term	Summer Term
Number	<ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order and compare numbers with up to 3 decimal places • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • solve problems involving number up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 		
	<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>multiply and divide numbers mentally, drawing upon known facts</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short</p>	<p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]</p> <p>add and subtract fractions with the same denominator, and denominators that are multiples of the number</p>

	<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p>division and interpret remainders</p> <p>solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions $\frac{71}{100}$ [for example, $0.71 = \frac{71}{100}$]</p> <p>solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p>
<p>Measurement, Geometry & Statistics</p>	<p>convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p>know angles are measured in degrees – understand acute, obtuse and reflex.</p> <p>Understand angles of 360, 180, 90 degrees.</p> <p>Deduce missing angles and lengths in shapes.</p> <p>given angles, and measure them in degrees (°)</p>	<p>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables</p>

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Science			
	Autumn Term	Spring Term	Summer Term
Scientific Enquiry & Investigation	<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ol style="list-style-type: none"> 1) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 2) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 3) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 4) using test results to make predictions to set up further comparative and fair tests 5) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 6) identifying scientific evidence that has been used to support or refute ideas or arguments. 		
Knowledge & Understanding	<p><u>Living things and their habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Animals including Humans</u></p> <p>Describe the changes as humans develop to old age.</p>	<p><u>Properties and Changes of Materials</u> - 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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>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</p>	<p><u>Earth and Space</u> -</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Forces</u> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller</p>

		burning and the action of acid on bicarbonate of soda.	force to have a greater effect
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Computing		
Autumn Term	Spring Term	Summer Term
Pupils should be taught to: <ul style="list-style-type: none"> • 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 and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • 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 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. 		
<p style="text-align: center;">Scratch</p> <p style="text-align: center;">Use loops to achieve goals Creating a game</p> <p style="text-align: center;">Our digital life Digital friendships ICO Privacy</p> <p style="text-align: center;">Use of word, publisher, PowerPoint iMovie, excel, keynote</p>	<p style="text-align: center;">Microbits</p> <p style="text-align: center;">Creating an electronic die</p> <p style="text-align: center;">Google search lessons Reliability of websites On line password checker</p> <p style="text-align: center;">Use of word, publisher, PowerPoint iMovie, excel, keynote</p>	<p style="text-align: center;">Kodu</p> <p style="text-align: center;">Creating a game with a scoring system</p> <p style="text-align: center;">Digital citizenship</p> <p style="text-align: center;">Use of word, publisher, PowerPoint iMovie, excel, keynote, databases</p>

History		
Autumn Term	Spring Term	Summer Term
<p><u>Changes in Britain from the Stone Age to the Iron Age</u> Identify developments from Stone Age to Iron Age</p> <p><u>Non-European society – Ancient Islam</u> Make connections between Ancient Islamic civilisations and life in Britain during the same time period</p> <p>Identify diversity in Ancient Islamic civilisations</p>	<p><u>The Roman Empire and its impact on Britain</u></p> <p>‘Romanisation of Britain’ - sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p><u>Britain’s settlement by Anglo-Saxons and Scots</u></p> <p>Roman withdrawal from Britain in c.AD410 and the fall of the western Roman Empire</p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>Further Viking invasions and Danegold</p> <p>Anglo Saxon laws and justice</p>	<p><u>A study beyond 1066</u></p> <p>A significant turning point in history – Battle of Britain WW1</p> <p><u>A local history study</u></p> <p>Mining</p>

Geography		
Autumn Term	Spring Term	Summer Term
<p><u>Locational Knowledge</u></p> <p>Revise and locate Shildon, UK countries, UK capital cities, seas surrounding the UK, major rivers and mountains of the UK</p> <p>Major countries of the world – p 2 and 3 of workbook</p> <p>Use the 8 points of a compass, 4 & 6 figure grid references, symbols and key (inc. OS maps) to build knowledge of the UK and wider world – p 11 in the workbook</p>	<p><u>Place Knowledge</u></p> <p>Oceania – p 25 in the workbook</p> <p>To investigate the key features of Oceania and compare the human and physical features with the UK.</p> <p>Human: Focus on culture, economy, landmarks, tourism, trade links and the countries natural resources.</p> <p>Physical: Focus on the amount of water in comparison of water in comparison to land mass, numerous islands, great barrier reef, the outback (a region of deserts and semi-arid land) and Papua New Guinea’s highland rain forests.</p>	<p>Earthquakes</p> <p>Coasts and rivers</p> <p>Use maps to identify how coasts and river change the land over time.</p> <p>Biomes</p> <p>Investigating Biomes across the world, linking this to the physical climate and how it has created the different types of habitats.</p> <p>Weather station/fieldwork</p> <p>P. 27 – using an atlas to find information</p>

Art		
Autumn Term	Spring Term	Summer Term
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>		
<p><u>Colour Painting</u> Van Gogh. Children to recreate a famous Van Gogh painting using watercolour e.g. sunflowers, starry night</p> <p><u>Mark making</u> Geometric patterns. This should link in with history, incorporating the patterns from the early Islamic civilisation.</p>	<p><u>Textiles & Collage</u> Mood board. Children to create a mood board showcasing different types of material. This could link in with the Science topic of materials.</p> <p><u>Printing</u> Mono printing. This should link in with Geography. Children should make a mono print of the outline of Oceania.</p>	<p><u>Sculpture</u> Building bridges from 'modrock'. This should link in with the Geography topic of rivers. A bridge should be designed and made out of modrock.</p> <p><u>Mark making</u> Observational drawings. These drawings should be completed from a range of different viewpoints/perspectives.</p>

Design & Technology		
Autumn Term	Spring Term	Summer Term
<p>When designing and making, pupils should be taught to:</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p>		

Religious Education		
Autumn Term	Spring Term	Summer Term
Revision of Judaism and Islam What are the themes of Christmas?	Revision of Hinduism and Sikhism Why is the Last Supper important to Christians?	Buddhism

French		
Autumn Term	Spring Term	Summer Term
<p><u>Specialist teacher</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. • Ask and answer simple questions – take part in an interview/survey about sport, talking to a friend about where they live • Pronounce 'ai', 'qu' and 'oi' phonemes correctly. • Read and show understanding of more complex written phrases. • Read and show understanding of simple writing. • Write simple, short taught sentences from memory including questions and responses • Use adjectives with nouns • Begin to use verbs in the first person • Learn the different parts of the irregular verb • Begin to use verbs in the second and third person • Present tense of er verbs • Use prepositions 		
What am I like? Classroom routines Phonics Numbers France general knowledge Christmas in France	Where I live and my house and my bedroom Easter in France – compare the way easter is celebrated in the UK and France	Sports and opinions

Music		
Autumn Term	Spring Term	Summer Term
<p><u>Specialist teacher</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Regularly and accurately perform pieces on a ukulele in at least 3 contrasting tempos and time signatures. • Sing and accompany on ukulele songs which use off beat and dotted rhythms and single quaver rests. • Perform from and compose with 5-8 single notes on the ukulele using various forms of notation in order to recreate it. • Whilst listening, pick out and perform syncopated and off-beat rhythms; explain why that music uses those rhythms; be able to describe the structure of a piece of music. • Create 4 bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms. • Perform on ukuleles using 3+ simple chords, using a basic strum pattern. • Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. 		

PE		
Autumn Term	Spring Term	Summer Term
<p>Specialist teacher</p> <p>Link actions and sequences of movement.</p> <p>Communicate, collaborate and compete with each other</p> <p>Evaluate and recognise their own success</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>		
<p><u>Tag Rugby</u></p> <p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><u>Orienteering</u></p> <p><u>Netball/Football</u></p> <p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><u>Dodgeball</u></p>	<p><u>Basketball</u></p> <p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><u>Gymnastics</u></p> <p>Develop flexibility, strength, technique, control and balance</p> <p><u>Dance</u></p> <p>Perform dances using a range of movements and patterns</p> <p><u>Netball/Football</u></p> <p>Play competitive games and apply basic principles suitable for attacking and defending.</p>	<p><u>Athletics</u></p> <p>Develop flexibility, strength, technique, control and balance</p> <p><u>Cricket</u></p> <p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p><u>Tennis</u></p> <p><u>Outdoor Adventure Activities</u></p>

Personal Development		
Autumn Term	Spring Term	Summer Term
<p>Cycle 1</p> <ul style="list-style-type: none"> • New beginnings • Getting on and falling out. Say no to bullying <p>Cycle 2</p> <ul style="list-style-type: none"> • Keeping Safe – Drug and alcohol education, no smoking, road safety, stranger danger • Anti-Bullying – discrimination, disability, racism 	<p>Cycle 1</p> <ul style="list-style-type: none"> • Going for goals • Good to be Me <p>Cycle 2</p> <ul style="list-style-type: none"> • Caring for the environment – environmental project (link to Forest School) • Charity – project work, organise an event for charity (maths link) 	<p>Cycle 1</p> <ul style="list-style-type: none"> • Relationships • Changes <p>Cycle 2</p> <ul style="list-style-type: none"> • Financial education – Fairtrade, saving, budgeting, careers • My healthy body – healthy diet, exercise, emotional well being <p>Sex and relationships education (Lucinda and Godfery resource)</p> <ul style="list-style-type: none"> • Keeping ourselves healthy • Growing and changing - puberty