

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2025/26

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 7 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 6 weeks	Summer 2 History/ D.T. 7 weeks
Geography/ History	<p>Local area study: Trentham lakes <i>(Local)</i></p> <p>How has the local land use at Trentham changed over time? <i>So that we can identify how people's leisure activities have changed over time.</i></p> <p>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), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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</p>	<p>Vikings and Anglo-Saxons (Struggle for England to Edward the Confessor's death)</p> <p><i>What was the impact of the Vikings invading Britain? Could they have co-existed rather than invaded?</i></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Extreme Earth: volcanoes, earthquakes and temperatures. <i>(Global)</i></p> <p>What causes extreme physical reactions? <i>So that we can explain the possible impact of climate change.</i></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle</li> </ul> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Islamic Civilisation – Baghdad</p> <p>How did the early Islamic Civilisation affect the world? What importance did they place on the role of education and why?</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin</p>	<p>European country: Greece (comparison with UK) <i>(Global)</i></p> <p>Which country would you rather live in? <i>So that we can compare the pros and cons of two countries</i></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts,</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>The Ancient Greeks</p> <p>What types of rulership did Ancient Greece have and how did this impact on the lives of males and females? What is gender bias and how might this affect you?</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their</p>

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				(West Africa) c. AD 900-1300.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	influence on the western world.
Art/D.T	<p>Typography and Maps (Geography - Trentham local area)</p> <p>How can I use my skills to create my own typography and visual map?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That when designers work with fonts and layout it is called Typography.</li> <li>- That we can use the way words look to help us communicate ideas and emotions.</li> <li>- That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul>	<p>Structures: frame structure (Geography – Trentham Gardens)</p> <p><i>How can I build a structure to suit the landscape of Trentham Gardens?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- 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</li> </ul>	<p>Making Monotypes</p> <p>How can I create a monotype to capture the mood of a poem?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</li> <li>- That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.</li> <li>- That we can combine monotype with other disciplines such as painting and collage.</li> <li>- That we can make art by expressing our own personal response to literature or film.</li> </ul>	<p>Mechanical systems: cams (Geography – Extreme Earth)</p> <p><i>How can I make a moving model of a natural disaster?</i></p> <p><i>ESB - Explaining how – Talk about something you have achieved, made, grown or learned about. Use visual aids to support your talk. Cue cards may be used if necessary. (3 minutes)</i></p> <p><i>D and T - Cam models; making a moving cam model and explaining how their model works.</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p>Set Design</p> <p>How can I use my skills to build a set for a theatre, inspired by literature?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation).</li> <li>- That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.</li> <li>- That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.</li> <li>- That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</li> </ul>	<p>Food: culture and seasonality (History – Anglo Saxons)</p> <p><i>What skills do I need to prepare a traditional Anglo-Saxon dish?</i></p> <p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>


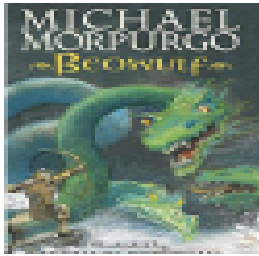

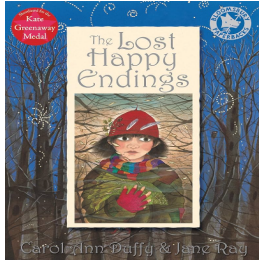
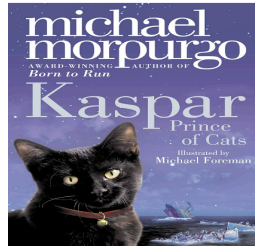
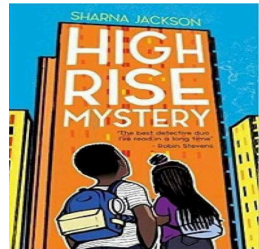
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		<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>		<p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- 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</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating</li> </ul>		
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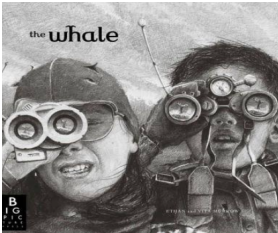

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				<p>switches, bulbs, buzzers and motors]</p> <p>- apply their understanding of computing to program, monitor and control their products.</p>		
<p>Science</p>	<p><u>Forces</u> (Weeks 1-4)</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p><u>TAPS assessment (Week 5)</u> <u>Forces</u></p> <p><u>End of unit quiz - all children</u> <a href="https://forms.gle/n17hUQm5manNLNRZ8">https://forms.gle/n17hUQm5manNLNRZ8</a></p> <p><u>Space</u> (Weeks 6-7)</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p><u>Space</u> (Weeks 1-3)</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</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>Describe the movement of the Moon relative to the Earth.</p> <p><u>TAPS assessment (Week 4)</u> <u>Earth and Space</u></p> <p><u>End of unit quiz - all children</u> <a href="https://forms.gle/caoekDkrFuaWG6jeA">https://forms.gle/caoekDkrFuaWG6jeA</a></p> <p><u>Global warming</u> (Week 5)</p> <p>Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><a href="https://forms.gle/ZwB5sUz2xrprNm1E7">https://forms.gle/ZwB5sUz2xrprNm1E7</a></p> <p><u>Property of materials</u> (Week 6-7)</p> <p>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><u>Property of materials</u> (Week 1-3)</p> <p>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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p><u>TAPS assessment (Week 4)</u> <u>Properties and changes of materials</u></p> <p><u>Animals including humans</u> (Week 5-6)</p> <p>Describe the changes as humans develop to old age.</p> <p><u>End of unit quiz - all children</u> <a href="https://forms.gle/vBqL3KmLa3cYLAqFA">https://forms.gle/vBqL3KmLa3cYLAqFA</a></p>	<p><u>Animals including humans</u> (Week 1)</p> <p>Describe the changes as humans develop to old age.</p> <p><u>TAPS assessment (Week 2)</u> <u>Living things and their habitats</u></p> <p><u>Life cycles</u> (Week 3-6)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><u>Reproduction</u> (Week 6-7)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p><u>Reproduction</u> (Week 1-3)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><u>Reversible and irreversible changes</u> (Week 4)</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><u>TAPS</u></p> <p><u>Reversible and irreversible changes</u> (Week 1-3)</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p> <p><u>Plastic pollution</u> (Week 4)</p> <p>Working Scientifically - Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Working Scientifically - 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.</p>

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						<p><u>Reproduction</u> (Weeks 5-7)</p> <p>Describe the life process of reproduction in some plants and animals.</p>
	<p><u>Working Scientifically</u></p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
Main text	<p>The Lost Thing- Shaun Tan (3+ weeks)</p> 	<p>Beowulf- Michael Morpurgo (3 weeks)</p> 	<p>Freedom Bird- Jerdine Nolen (3 weeks)</p> 	<p>The Lost Happy Endings- Carol Ann Duffy (3 weeks)</p> 	<p>Kaspar Prince of Cats- Michael Morpurgo (3 weeks)</p> 	<p>High Rise Mystery- Sharna Jackson (3 weeks)</p> 
	<p>Anne Frank- Josephine Poole (2 weeks)</p>		<p>The Whale- Vita and Ethan Murrow (3 weeks)</p>			<p>Firebird- Saviour Pirrotta (2 weeks)</p>

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English	<p><u>The Lost Thing:</u> Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports Own version fantasy narrative</p> <p><u>Anne Frank:</u> Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces</p>	<p><u>Beowulf:</u> Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries</p>	<p><u>Freedom Bird:</u> Biographies Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems</p> <p><u>The Whale:</u> Film pitches Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor</p>	<p><u>The Lost Happy Endings:</u> Alternative perspective prequels Letter, poetry, passage of direct speech, diary entry, story ending</p>	<p><u>Kaspar:</u> Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports</p>	<p><u>High Rise Mystery:</u> Extended stories Character &amp; setting descriptions, police &amp; newspaper report, dialogue, persuasive letters</p> <p><u>Firebird:</u> Fairytale narratives Formal letters, retellings, character descriptions</p>
Maths	<p>Number: place value</p> <p>Number: addition and subtraction</p> <p>Number ; multiplication and division A</p>	<p>Numbers: multiplication and division A</p> <p>Number: fractions A</p> <p>NFER (1 week)</p>	<p>Numbers: multiplication and division B</p> <p>Number: fractions B</p> <p>Number: decimals and percentages</p>	<p>Number: decimals and percentages</p> <p>Measurement (perimeter and area)</p> <p>Statistics</p> <p>NFER (1 week)</p>	<p>Geometry (shape)</p> <p>Geometry (position and direction)</p> <p>Number: decimals</p>	<p>Number: decimals</p> <p>Number; negative numbers</p> <p>Measurement (converting units)</p> <p>Measurement (volume)</p> <p>NFER (1 week)</p>
PE	Tag Rugby	Gymnastics (counter balance and counter tension)	Dance (space)	Hockey	Athletics Swimming	Tennis Swimming

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<p><b>Music</b> (Charanga)</p>	<p>Livin' On A Prayer - by Bon Jovi (Classic Rock Song)</p> <p><i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs</p>	<p>Classroom Jazz 1 - Three Note Bossa and Five Note Swing</p> <p><i>children will learn;</i> to play the pieces</p> <p>to explore improvising with the repertoire.</p>	<p>Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele</p> <p><i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>to sing, play, improvise and compose with this song, to listen and appraise other Pop Ballads.</p>	<p>The Fresh Prince of Bel-Air – Old-School Hip Hop by Will Smith</p> <p><i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Dancing in the Street – by Martha And The Vandellas (Motown)</p> <p><i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Reflect, Rewind and Replay - Western Classical Music</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to revisit songs and musical activities</p> <p>recognise a context for the History of Music</p> <p>recognise and use the beginnings of the Language of Music.</p>
<p><b>Computing</b> (Purple Mash)</p> <p>Yellow = split units over half terms</p>	<p><u>Quizzing</u> (Information technology) (5 weeks)</p> <ul style="list-style-type: none"> <li>- Evaluating the features of a good quiz</li> <li>- Choosing appropriate question types</li> <li>- Making use of feedback and titles</li> <li>- Testing and editing quizzes</li> </ul> <p><b>ONLINE SAFETY</b> 2 WEEKS</p> <ul style="list-style-type: none"> <li>- Self image and identify (Lesson 1)</li> <li>- Online relationships (Lesson 1 and 2)</li> <li>- Online reputation (Lesson 1)</li> <li>- Online bullying (Lesson 1 and 2)</li> </ul>	<p><u>Databases</u> (Information technology) (4 weeks)</p> <ul style="list-style-type: none"> <li>- Understanding records and fields</li> <li>- Creating a collaborative database</li> <li>- Searching database</li> <li>- Analysing data</li> </ul> <p><u>Game Creator - 2 weeks of</u> (Computer Science) (5 weeks)</p> <ul style="list-style-type: none"> <li>- Exploring the features of a good game</li> <li>- Designing and making sprites and the game world</li> <li>- Evaluating the playability of games</li> </ul> <p><b>ONLINE SAFETY</b> 1 WEEK</p> <ul style="list-style-type: none"> <li>- Health, well-being and lifestyle (Lesson 1)</li> <li>- Privacy and security (Lesson 1 and 2)</li> </ul>	<p><u>Game Creator - 3 weeks of</u> (Computer Science) (5 weeks)</p> <ul style="list-style-type: none"> <li>- Exploring the features of a good game</li> <li>- Designing and making sprites and the game world</li> <li>- Evaluating the playability of games</li> </ul> <p><u>Micro:bit -</u> (Computer science) (4 weeks)</p> <ul style="list-style-type: none"> <li>- Exploring sensor inputs and the accelerometer</li> <li>- Using selection, variables, inputs and outputs</li> <li>- Coding for the micro:bit pins</li> </ul>	<p><u>Concept maps</u> (Information technology) (4 weeks)</p> <ul style="list-style-type: none"> <li>- Creating concept maps</li> <li>- Presenting from a concept map</li> <li>- Making collaborative concept maps</li> </ul> <p><b>ONLINE SAFETY</b> 1 WEEK</p> <ul style="list-style-type: none"> <li>- Managing online information (Lesson 1, 2 and 3)</li> </ul>	<p><u>Word Processing-</u> (Microsoft, Apple &amp; Google) (Information technology) (6 weeks)</p> <ul style="list-style-type: none"> <li>- Creating documents</li> <li>- Using images</li> <li>- Entering and editing text</li> <li>- Using tables and templates</li> </ul>	<p><u>Spreadsheets -</u> (Information technology) (6 weeks)</p> <ul style="list-style-type: none"> <li>- Using formulae</li> <li>- Exploring measurement conversions</li> <li>- Carrying out numerical investigations</li> <li>- Creating computational models</li> </ul> <p><b>ONLINE SAFETY</b> 1 WEEK</p> <ul style="list-style-type: none"> <li>- copyright and ownership (Lesson 1 and 2)</li> </ul>
<p>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy)</p> <p>- self image and identity    - online relationships    - online reputation    - online bullying -health, wellbeing and lifestyle    - privacy and security    - managing online information    -copyright and ownership</p>						

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<p><b>Languages (French)</b></p>	<p><b>Talking about us/school subjects</b></p> <p>(Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects)</p>	<p><b>Time in the city</b></p> <p>(Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city, Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns)</p>	<p><b>Healthy eating and going to the market.</b></p> <p>(Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables, Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions)</p>	<p><b>Clothes</b></p> <p>(Clothes nouns Verb; to wear in French. Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns)</p>	<p><b>Out of this world</b></p> <p>(Personal identity nouns Questions and answers about ID, Planets in French Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet)</p>	<p><b>Going to the seaside; Language Puzzle</b></p> <p>(Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reason)</p>
<p><b>RE</b></p>	<p>Unit 31 What does it mean if Christians believe that God is Holy and Loving? God</p>	<p>Unit 38 What do Christians believe that Jesus was the messiah? Incarnation</p>	<p>Unit 32 What does it mean to be a Muslim in Britain today? Islam</p>	<p>Unit 37 Christians and how to live: What would Jesus do? Gospel</p>	<p>UNit 33 Why is the Torah important to Jewish people? Judaism</p>	<p>Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? Thematic</p>
<p><b>PSHE</b></p>	<p><u>Being me in my world</u></p> <p>I can face new challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a British citizen and a member of my school.</p> <p>I can make choices about my own behavior because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behavior can impact my group.</p> <p>understand how democracy and having a voice benefits the school community.</p>	<p><u>Celebrating Difference</u></p> <p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviors to make other choices and know how to support children who are being bullied.</p>	<p><u>Dreams and Goals</u></p> <p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect about how these relate to my own.</p>	<p><u>Healthy Me</u></p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>	<p><b>RELATIONSHIPS WITHOUT FEAR</b></p>	<p><u>Changing Me</u></p> <p>I can describe how boys and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>