

Year group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>Of Thee I Sing by Barack Obama Outcome: recount/persuasion/magazine article</p> <p>Queen of the falls by Chris Van Allsburg Outcome Recount: series of diaries</p>	<p>The Lost Happy Endings by Carol Ann Duffy Outcome Fiction: traditional tale</p>	<p>The Hunter by Paul Geraghty Outcome Fiction: journey story</p>	<p>The Darkest Dark <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i> Outcome Recount: biography</p>	<p>The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i> Outcome Persuasion/information: Hybrid leaflet</p>	<p>Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans) <i>The Adventures of Odysseus by Hugh Lupton</i> Outcome Fiction: myth Create heroes, villains and monsters</p>
	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build a varied and rich vocabulary and an increasing range of sentence structures Use paragraphs to organise information and ideas around a theme Indicate possession by using the possessive apostrophe with plural nouns Use fronted adverbials Plan writing by identifying audience and purpose Organise paragraphs around a theme Commas after fronted adverbials (Y4) Commas to clarify meaning and avoid ambiguity</p>	<p>Use expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use of inverted commas and other punctuation to punctuate direct speech (Y4)</p>	<p>Relative clauses to add detail and description Use adverbs to indicate degrees of possibility Link ideas across paragraphs using adverbials</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) Link ideas across paragraphs using adverbials Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use modal verbs to indicate degrees of possibility Select appropriate grammar and vocabulary Use devices to build cohesion within a paragraph Choose the appropriate register Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use expanded noun phrases to convey complicated information concisely Relative clauses to add detail and description Use a wide range of devices to build cohesion Commas to clarify meaning and avoid ambiguity</p>
Reading	<p>Goodnight Stories for Rebel Girls by Elena Favilli Genre: Recount - Biography</p>	<p>Hansel and Gretel by Neil Gaiman Genre: Fiction – Traditional Tale</p>	<p>Odd and Frost Giants by Neil Gaiman Genre: Fiction – Myths and Legends</p>	<p>Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film) Genre: information film</p>	<p>The Last Wild by Piers Torday Rubbish – A Look Behind the Scenes by The Literacy Company Genre: Fiction – contemporary Persuasion/information</p>	<p>African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre: Fiction – books from other cultures and traditions</p>
	<p>Mastery focus: Draw inferences (inferring character' feelings, thoughts and motives from their actions:' justify with evidence Make comparisons within and across books</p>	<p>Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details</p>	<p>Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions:' justify with evidence</p>	<p>Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning</p>	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning</p>	<p>Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions</p>

<p>Ongoing reading skills</p>	<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase 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 • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers 		
<p>Maths</p>	<p>Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area</p>	<p>Multiplication and Division Fractions Decimals and Percentages</p>	<p>Properties of Shape Position and Direction Measurement- Converting Units</p>
	<p>Place Value: Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. read roman numerals to 1 000 (m) and recognise years written in roman numerals. round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000. Round decimals with two decimal places to the nearest whole number and to one decimal place. solve number problems and practical problems that involve all of the above.</p> <p>Addition and Subtraction: Add and subtract numbers mentally with increasingly large numbers. add and subtract whole numbers with more than 4 digits, including using formal written methods. use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Statistics: Complete, read and interpret information in tables, including timetables. solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Multiplication and Division: Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>	<p>Multiplication and Division: Multiply and divide numbers mentally drawing upon known facts. 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. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Fractions: Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Compare and order fractions whose denominators are all multiples of the same number. Read, write, order and compare numbers with up to three decimal places. Round decimals with two decimal places to the nearest whole number and to one decimal place. Add and subtract fractions with the same denominator and multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p> <p>Decimals and Percentages: Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Read and write decimal numbers as fractions (e.g. 0.71 = $\frac{71}{100}$). Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams solve problems involving numbers up to three decimal places. Solve problems which require knowing percentage and decimal equivalence.</p>	<p>Properties of Shape Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Position and Direction: Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.</p> <p>Measurement- converting units: Convert between different units of measure [for example, kilometre to metre; hour to minute]. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p>

	<p>Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers: establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Recognise and use square numbers and cube numbers, and he notation.</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p>			
Religion	<p>Topic 1: Ourselves</p> <p>Topic 2: Life choices</p> <p>Topic 3: Hope</p> <p>Other faiths week: Judaism</p>	<p>Topic 4: Mission</p> <p>Topic 5: Memorial sacrifices</p> <p>Topic 6: Sacrifice</p> <p>Other faiths week: Islam</p>		<p>Topic 7: Transformation</p> <p>Topic 8: Freedom and responsibility</p> <p>Topic 9: Stewardship</p>
Science	<p>Forces</p> <p>Can I explain what gravity is and its impact on our lives?</p> <p>Can I identify and explain the effect of air resistance?</p> <p>Can I identify and explain the effect of water resistance?</p> <p>Can I identify and explain the effect of friction?</p> <p>Can I explain how levers, pulleys and gears allow a smaller force to have a greater effect?</p> <p><u>Comparative test:</u> How does surface area of parachute affect the time it takes to fall?</p> <p><u>Identify & Classify</u> Can you label and name all the forces acting on the objects in each of these situations?</p>	<p>Properties and changes of materials</p> <p>Can I compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity [electrical and thermal], and response to magnets)?</p> <p>Can I describe how a material dissolves to form a solution, explaining the process of dissolving?</p> <p>Can I describe and show how to recover a substance from a solution?</p> <p>Can I describe how some materials can be separated?</p> <p>Can I demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating)?</p> <p>Can I demonstrate that some changes are reversible and some are not?</p> <p>Can I explain how some changes result in the formation of a new material and that this is usually irreversible?</p> <p>Can I discuss reversible and irreversible changes?</p> <p>Can I give evidenced reasons why materials should be used for specific purposes?</p> <p><u>Identify and classify</u> Can you identify how to separate materials?</p> <p><u>Observation over time:</u> How does a container of salt water change over time? How does a mixture of vinegar and milk change over time? Is it a reversible or irreversible reaction?</p> <p><u>Pattern Seeking</u> Are all metals electrical conductors?</p>	<p>Properties and changes of materials</p> <p>Can I describe and explain the movement of the Earth and other planets relative to the sun?</p> <p>Can I describe and explain the movement of the Moon relative to the Earth?</p> <p>Can I explain and demonstrate how night and day are created?</p> <p>Can I describe the Sun, Earth and Moon (using the term spherical)?</p> <p><u>Observation over time</u> Can you observe and identify all the phases in the cycle of the Moon?</p> <p><u>Pattern seeking</u> Is there a pattern between the size of a planet and the time it takes to travel around the Sun?</p> <p><u>Comparative test</u> How does the size of your shadow</p>	<p>Earth and Space</p> <p>Living things and habitats Animals, including humans</p> <p>Can I describe the life cycle of different living things e.g. mammal, amphibian, insect bird?</p> <p>Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</p> <p>Can I describe the process of reproduction in some plants?</p> <p>Can I describe the process of reproduction in some animals?</p> <p>Can I describe the changes as humans develop to old age?</p> <p>Can I create a timeline to indicate stages of growth in humans?</p> <p>Can I research the gestation period of other animals and compare them with humans?</p> <p><u>Observation over time</u> Can a potato grow from other potatoes?</p> <p><u>Research</u> Can I compare the life cycles of different animals?</p> <p><u>Pattern seeking</u> Is there a relationship between a mammal's size and its gestation period?</p>

				differ at different times of the day?	
Scientific enquiry	<ul style="list-style-type: none"> I plan different types of scientific enquiry I control variables in an enquiry I measure accurately and precisely using a range of equipment I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I use the outcome of test results to make predictions and set up further comparative and fair tests I report findings from enquiries in a range of ways I explain a conclusion from an enquiry I explain causal relationships in an enquiry I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory I read, spell and pronounce scientific vocabulary accurately 				
Topic (History & Geography)	North America	Industrial Revolution and Victorians		Manchester/Spain comparison and Rivers	
	<p>I can name and locate many of the world's most famous mountainous regions.</p> <p>I can explain why most cities are situated by rivers.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in North or South America, in comparison to a region of the United Kingdom.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>	<p>I know about characteristic features of the Victorians, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can explain how an event or events from the past has shaped our life today.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can research what it was like for children in a given period of history and present my findings.</p> <p>I can describe changes over time in an aspect of social history, such as crime and punishment.</p>		<p>I can explain the course of a river.</p> <p>I can recognise the importance of ports and the role they play in distributing goods around the world.</p> <p>I can name and locate many of the world's most famous rivers.</p> <p>I can use research skills to find answers to specific historical questions about our locality.</p> <p>I can compare the history of my local area and country with the history of another area/country.</p> <p>I can recognise that the past is represented in different ways and can give reasons for this.</p> <p>I can name and locate the capital cities of neighbouring European Countries.</p> <p>I know the countries that make up the European Union</p> <p>I understand geographical similarities and differences through the study of human and physical geography in a region of a European country, in comparison to a region of the United Kingdom.</p>	
Computing	Typing skills and e-safety	External device control	Algorithms and programming (MGL)	Research Unit: Victorian Manchester	Green Screen Horrible Histories films
	<p>I understand that you have to make choices when using technology and that not everything is true and/or safe</p> <p>I develop my typing skills</p>	<p>I use technology to control an external device</p> <p>I choose a computer program to publish my writing</p>	<p>I combine sequences of instructions and procedures to turn devices on and off</p> <p>I design algorithms that use repetition and 2-way selection</p>	<p>I analyse information</p> <p>I evaluate information</p> <p>I understand how search results are selected and ranked</p>	<p>I can produce and edit a film.</p>
Art	Disney art work Drawing	North American Dream Catchers	Spanish cooking	Painting /Spanish artist research and replication of style	Create, design and evaluate a boat that will transport objects on water (Science and Topic links) Printing

	<p>Art</p> <p>I identify and draw objects and use marks and lines, to produce texture</p> <p>I organise line, tone, shape and colour to represent figures and forms in movement</p> <p>I successfully use shading to create mood and feeling</p> <p>I explain why I have chosen specific materials to draw with.</p>			<p>Art: <i>Artist: Antoni Gaudi</i></p> <p>I research the work of an artist by looking at their work in books, the Internet, visits to galleries and other sources of information and use their work to replicate a style.</p> <p>I come up with a range of ideas after collecting information from different sources</p> <p>I can show reflections.</p> <p>I create a range of moods in their paintings.</p> <p>I express emotions accurately through painting.</p>	<p>Art: <i>Artist: Paul Carney</i></p> <p>I print using a number of colours</p> <p>I create an accurate print design that meets a given criteria</p> <p>I can print onto different materials</p>
<p>D.T.</p>	<p>Structures – Frame structures</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. 	<p>Textiles – combining different fabric shapes</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. 	<p>Electrical systems – more complex switches and circuits.</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. • Continually evaluate and modify the working features of the product to match the initial design specification. 	<p>Mechanical system – Pulleys or Gears</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Produce detailed lists of tools, equipment and materials.</p> <p>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	

		<ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • 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 are accurately assembled and well finished. Work within the constraints of time, resources and cost. • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. 		<ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. 	
P.E.	Indoors: gymnastics skills 1	Indoor: Strictly Come Dancing	Indoor: Dance (films)	Indoor: gymnastics skills 2	Indoor: basketball	Indoor: team building and problem solving
	Outdoor: athletics	Outdoor: tag rugby	Outdoor: Health related fitness	Outdoor: hockey	Outdoor: rounders	Outdoor: dodgeball
Music	Musical instrument: guitar	Composition			Singing (Charanga)	
	I use notation to record groups of pitches (chords) I contrast the work of a famous composer with another, and explain my preferences	I record aspects of the composition process I suggest improvements to my own work and that of others I choose the most appropriate tempo for a piece of music I choose the most appropriate tempo for a piece of music			I breathe in the correct place when singing I maintain my part whilst others are performing their part I describe, compare and evaluate music using musical vocabulary I explain why I think music is successful or unsuccessful I improvise with a group using melodic and rhythmic phrases	
P.S.H.E.	Relationships "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23)	Living in the Wider World "Be completely humble and gentle; be patient, bearing with one another in love." (1 Corinthians 16:14)			Health and Wellbeing "Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23)	

	<p>Families and Friendships</p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships <p>Safe relationships</p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online <p>Rights Respecting</p> <ul style="list-style-type: none"> • To know that the United Nations govern a set of children's rights that aim to ensure every government 	<p>Belonging to a Community</p> <ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • Identify some of the steps needed to set up an enterprise project • about the way that money is spent and how it affects the environment • explain why it is important to have people who are 'enterprising' in our society (job creation, inventors, different ways of doing things) <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information <p>Money and Work</p> <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p>Physical health and mental wellbeing</p> <p>*Revision of Year 4 physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex <p>Growing and changing</p> <ul style="list-style-type: none"> • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing <p>Keeping safe</p> <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services
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	<p>ensures all children around the world have access to all children's rights</p> <ul style="list-style-type: none"> To know a range of the UN Convention of the Rights of the Child articles (includes Rights Respecting Fortnight) 		
Spanish			
	<ul style="list-style-type: none"> To revise previous vocabulary from Year 4 To reinforce the Spanish alphabet To learn more past times in Spanish To prepare correspondence with Nigran To record videos to be sent to Spain To learn parts of the body To start to learn how to describe people's faces To describe height etc To design a monster To organise Spanish penfriends To introduce Spanish Christmas vocabulary To learn numbers 10-100 	<ul style="list-style-type: none"> To watch and understand a Spanish story To learn about houses To practise rooms in a house To write a description of their house To learn some Spanish drinks To learn some Spanish snacks To learn about Easter in Spain 	<ul style="list-style-type: none"> To prepare the vocabulary for a phrase book in Spanish To learn school subjects in Spanish To prepare for Spanish Café To prepare menus for Spanish Café To read Spanish and get gist understanding To learn some Spanish clothes To practise using Spanish clothes vocabulary