









Where every child matters and is prepared for a future of possibilities



Year 5 Yearly Curriculum Overview: 2020 / 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Value	 RESPECT	 RESPONSIBILITY	 RELATIONSHIPS	 RESILIENCE	 RESOURCEFULNESS	 REFLECTION & ASPIRATION
English Power of Reading Book and Genres	Cosmic Disco Poems by Grace Nichols <ul style="list-style-type: none"> • Free verse • Poetry • Narrative Recount • Chronological Report 	Shackleton's Journey by Willian Grill <ul style="list-style-type: none"> • Formal Persuasive Letter • Narrative in the form of an Informal letter • Biography 	The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit <ul style="list-style-type: none"> • Playscript • Narrative • Narrative Recount 	Cosmic by Frank Cottrell Boyce <ul style="list-style-type: none"> • Formal Persuasive letter • Newspaper report • Non-Chronological 	Midnight Fox by Betsy Byars <ul style="list-style-type: none"> • Narrative Informal letter • Balanced Argument • Non-Chronological Report 	Far from home by Berlie Doherty <ul style="list-style-type: none"> • Recount - Diary Entry • Newspaper Report • Non-Chronological Report
Grammar	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using the suffix –ate; • Converting nouns or adjectives into verbs using the suffix –ise; • Converting nouns or adjectives into verbs using the suffix –ify; • Understand and use parenthetical dashes; • Understand and use parenthetical brackets; 	<ul style="list-style-type: none"> • Understand and use modal verbs or adverbs: can, could, may, might, must, shall, should, will, would; • Indicating degrees of possibility using adverbs; • Investigate clauses through identifying the main clause in a long sentence; 	<ul style="list-style-type: none"> • Understand the difference between direct and reported speech (e.g. <i>She said, "I am going"</i> and <i>She said she was going</i>) e.g. through: Finding and comparing examples from reading 	<ul style="list-style-type: none"> • Extend knowledge, understanding and use of verbs, focusing on: Tenses: past, present, future; • Investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will • Forms: active, interrogative, 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) • Using adverbials of frequency [for example, <i>usually</i>] to link between paragraphs; • Using shifts in tense [for example, he <i>had</i> seen her before] to 	<ul style="list-style-type: none"> • Understand and use the relative pronoun; • Understand and use relative clauses: who, which, where, why, whose, that, used as connectives to link in a clause; • Ensure that, in using pronouns, it is clear to what or whom they refer; • Use of commas to clarify meaning;



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	<ul style="list-style-type: none"> • Understand and use parenthetical commas. 	<ul style="list-style-type: none"> • Investigating sentences which contain more than one clause; • Understand how clauses are connected (e.g. by combining 3 short sentences into 1). 	<p>Discussing contexts and reasons for using particular forms and their effects. Transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.</p>	<p>imperative</p> <ul style="list-style-type: none"> • Person: 1st, 2nd, 3rd. • Identify and classify examples from reading. • Verb prefixes – dis-, de-, mis-, over-, re- 	<p>link between paragraphs;</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph – then, after that, this, firstly. 	<ul style="list-style-type: none"> • Use of commas to avoid ambiguity
Maths	<p>Place Value</p> <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 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • know and use the vocabulary of prime numbers, prime factors and 	<p>Geometry Properties of Shape</p> <ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) 	<p>Fractions</p> <ul style="list-style-type: none"> • Read and write decimal numbers as fractions • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents <p>Geometry Properties of Shape</p> <ul style="list-style-type: none"> • Identify angles at a point and 1 whole turn (total 360°); identify angles at a point on a straight 	<p>Geometry Position and Direction</p> <ul style="list-style-type: none"> • 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>Statistics</p> <ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph 	<p>Fractions</p> <ul style="list-style-type: none"> • 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 • 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



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<ul style="list-style-type: none"> • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 	<p>composite (non-prime) numbers</p> <ul style="list-style-type: none"> • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • 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>Fractions</p> <ul style="list-style-type: none"> • 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 • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts • 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 • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) <p>Fractions</p> <ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	<p>line and half a turn (total 180°) and other multiples of 90°</p> <ul style="list-style-type: none"> • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Measure</p> <ul style="list-style-type: none"> • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles 	<ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables. <p>Place Value</p> <ul style="list-style-type: none"> • 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. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25. <p>Measure</p> <ul style="list-style-type: none"> • Estimate volume and capacity • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure using decimal notation including scaling. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Solve problems involving addition, subtraction, multiplication and division and a
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		<p>statements > 1 as a mixed number</p> <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator and denominators that are multiples of the same number <p>Measure</p> <ul style="list-style-type: none"> • Convert between different units of metric measure 		<p>(including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p>		<p>combination of these, including understanding the meaning of the equals sign</p> <ul style="list-style-type: none"> • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
<p>Science</p> <p>Enquiry Question and knowledge</p>	<p>How are materials different?</p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>How do different forces impact our lives?</p> <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act 	<p>Why do we have night and day?</p> <p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the 	<p>How do plants and animals grow?</p> <p>All living things</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals. 	<p>Why do all animals age?</p> <p>Animals including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	



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	<ul style="list-style-type: none">• 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 burning and the action of acid on bicarbonate of soda.	<p>between moving surfaces</p> <ul style="list-style-type: none">• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<p>apparent movement of the sun across the sky.</p>		
Science Skills	<ul style="list-style-type: none">• Carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'• Compare materials in order to make a switch in a circuit• Observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.• Research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	<ul style="list-style-type: none">• Exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective• Explore resistance in water by making and testing boats of different shapes.• Design and make products that use levers, pulleys,	<ul style="list-style-type: none">• Comparing the time of day at different places on the Earth through internet links and direct communication;• Creating simple models of the solar system;• Constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day;• Finding out why some people think	<ul style="list-style-type: none">• Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times),• Asking pertinent questions and suggesting reasons for similarities and differences.• Grow new plants from different parts	<ul style="list-style-type: none">• Researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.



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			gears and/or springs and explore their effects.	that structures such as Stonehenge might have been used as astronomical clocks.	of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. • Observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	
History/ Geography Enquiry Question and knowledge	How can we re-discover the wonders of Ancient Egypt? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt	Could I live in the Antarctic? Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Who were the Ancient Greeks? Ancient Greece – a study of Greek life and achievements and their influence on the western world.	What links us to other countries? Economic activity including trade links, climate zones, biomes and vegetation belts	Are there enough resources for everyone? Human geography, including the distribution of natural resources including energy, food, minerals and water	
History / Geography skills	<ul style="list-style-type: none"> • Know and sequence events of time studied; • Use relevant terms and period labels; 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating; • Investigate places with more emphasis on the larger scale to 	<ul style="list-style-type: none"> • Know and sequence events of time studied; • Make comparisons between different times in the past; • Study different aspects of different people - differences between men and women; 	<ul style="list-style-type: none"> • Begin to use primary and secondary sources of evidence in their investigations. 	<ul style="list-style-type: none"> • Begin to draw a variety of thematic maps based on their own data; • Compare maps with aerial photographs; 	



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	<ul style="list-style-type: none"> • Compare life in early and late 'times' studied; • Use evidence to build up a picture of a past event;; • Use the library and internet for research with increasing confidence; • Measure straight line distance on a plan; • Find/recognise places on maps of different scales. (E.g. river Nile); • Recall, select and organise historical information. 	<p>contrasting and distant places;</p> <ul style="list-style-type: none"> • Collect and record evidence unaided; • Analyse evidence and draw conclusions e.g. temperature of various locations - influence on people/everyday life; • Use 8 compass points; • Begin to use 4 figure coordinates to locate features on a map; • Use index and contents page within atlases. 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people (Sparta); • Compare an aspect of life with the same aspect in another period (compare religion to Ancient Egypt); • Compare accounts of events from different sources – fact or fiction; • Offer some reasons for different versions of events; • Begin to identify primary and secondary sources; • Select relevant sections of information; • Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> • Select a map for a specific purpose, e.g. pick atlas to find Taiwan, OS map to find local village; • Begin to use atlases to find out about other features of places, e.g. find wettest part of the world; • Identify significant places and environments. 	
Art/ Design and Technology	<p>Art and Design</p> <p>Ancient Egypt -</p> <p>Improve mastery of art and design techniques</p> <p>Learn about great artists, architects and designers.</p> <p>Sculpture</p> <ul style="list-style-type: none"> • Use recycled, natural and manmade materials to create sculpture. 	<p>Design and Technology –</p> <p>Food - Biscuits.</p> <ul style="list-style-type: none"> • Evaluate and taste a range of existing products; • Use a range of cooking techniques eg mixing, shaping; • Know about the ingredients of biscuits and their origins. 	<p>Design and Technology</p> <p>Structures and Mechanisms: The Parthenon and how it was built</p> <ul style="list-style-type: none"> • Strengthening structures; • Testing shapes for strength; • Pulleys and designing and making cranes. 	<p>Art and Design</p> <p>Space Pictures</p> <p>Use a variety of materials and techniques to create space pictures</p> <p>Look at perspective and how artists show distance, foreground and background.</p> <p>Painting</p> <ul style="list-style-type: none"> • Create all the colours they need. 	<p>Art and Design</p> <p>Linked to plants – observational drawings</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Explore the potential properties of the 	<p>Design and Technology</p> <p>Textiles and structures - Victorian Mills and Weaving</p> <ul style="list-style-type: none"> • Investigating mill design. • Inventions and improvements in textile manufacture. • Strengthening structures and designing mills. • Making cloth- investigating weaving



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	<ul style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work. Show an understanding of shape, space and form. 			<ul style="list-style-type: none"> Consistently create mood in their paintings. Express their emotions accurately through their painting and sketches. 	visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc). <ul style="list-style-type: none"> Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour. 	patterns and designing own cloth.
RE	Islam – Living as a Muslim <ul style="list-style-type: none"> Eid-ul-Adha 5 Pillars of Islam Hajj and first Eid celebrations. 	The Bible Story of Christmas <ul style="list-style-type: none"> Compare different versions of the story, different Gospel versions and how Christians use the story to help with their faith. 	Personal Commitment of Christians <ul style="list-style-type: none"> Baptism, Communion and Marriage. 	Easter Story <ul style="list-style-type: none"> Jesus in the desert, Lent and Holy Week events. 	Judaism – The Synagogue <ul style="list-style-type: none"> The layout of a Synagogue, artefacts in a Synagogue and Jewish ceremonies e.g. Bar Mitzvah 	Hinduism – Epics and Avatars <ul style="list-style-type: none"> Hindu Texts and Hindu Gods. Know how these texts for the basis of Hindu beliefs. The belief of Reincarnation. Know how Hindu festivals are linked to Hindu texts.
PE	Hockey <ul style="list-style-type: none"> Develop wider range of skills and begin to use these under some pressure. Select and apply preferred skills with increasing consistency. Mr Lord will be in school on a Friday to deliver the PE for KS2 as part of	Basketball <ul style="list-style-type: none"> Develop wider range of skills and begin to use these under some pressure. Select and apply preferred skills with 	Gymnastics <ul style="list-style-type: none"> Create and perform sequences using apparatus, individually and with a partner. Use set criteria to make simple 	Rugby <ul style="list-style-type: none"> Develop wider range of skills and begin to use these under some pressure. Select and apply preferred skills with 	Tennis <ul style="list-style-type: none"> Develop wider range of skills and begin to use these under some pressure. Select and apply preferred skills with increasing consistency. 	Outdoor Adventure Activity <ul style="list-style-type: none"> Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.



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<p>teacher training.</p>	<ul style="list-style-type: none"> • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. <p>Circuit Training</p> <ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments. 	<p>increasing consistency.</p> <ul style="list-style-type: none"> • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. <p>Dance</p> <ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships in a dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve their own and other people's work. 	<p>judgments about performances and suggest ways they could be improved.</p> <ul style="list-style-type: none"> • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance <p>• Netball</p> <ul style="list-style-type: none"> • Develop wider range of skills and begin to use these under some pressure. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics and make decisions about when best to use them. 	<p>increasing consistency.</p> <ul style="list-style-type: none"> • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. <p>Invasion Games</p> <ul style="list-style-type: none"> • Understand there are different skills for different • Situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. <p>Athletics</p> <ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines. <p>Swimming</p>	<ul style="list-style-type: none"> • Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Use critical thinking to approach a task. • Navigate around a course using a map. <p>Rounders</p> <ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation.
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			<ul style="list-style-type: none"> • Play cooperatively with a partner. • □ Demonstrate good footwork to cover a court space in a game situation. 		<ul style="list-style-type: none"> • A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. • Targets: <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres 	
Music Charanga	<p>Livin' on a Prayer – a classic Rock song by Bon Jovi</p> <p>Children will listen to and appraise a variety of songs. This unit has been adapted in line with government guidelines. We are unable to sing or chant in the classroom,</p>	<p>Classroom Jazz</p> <p>Three Note Bossa and Five Note Swing</p>	<p>Make You Feel My Love by Bob Dylan – A Pop Ballad sung by Adele</p>	<p>The Fresh Prince of Bel-Air Old-School Hip Hop by Will Smith</p>	<p>Dancing In The Street by Martha And The Vandellas.</p>	<p>Reflect, Rewind and Replay</p> <p>Listen and appraise Classical Music</p>



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	therefore children will learn to sign the song. The finished product will be filmed and sent to you to watch.					
MFL – French Language Angels	Core Vocabulary & Phonetics <ul style="list-style-type: none"> • Revise all vocabulary from years 3 and 4 • Say and write sentences using previously learnt vocabulary • Learn some simple rhymes with accurate pronunciation 	What is the Date? <ul style="list-style-type: none"> • learn days of the week months of the year • Speak sentences explaining when their birthday is • Complete a birthday survey 	Olympics <ul style="list-style-type: none"> • Learn vocabulary of ancient and modern Olympics • oral presentation of the Olympics • Grammar – Introduce the verb ‘to do’. 	The Planets <ul style="list-style-type: none"> • Learn the vocabulary of the planets • present an oral and written piece about a planet • Grammar – The rules of adjectival agreement with planets and particularly colours 	Clothes <ul style="list-style-type: none"> • learn the vocabulary of clothing • speak in sentences about what they are wearing • Grammar – Introduce the verb ‘to wear’ 	At the Café <ul style="list-style-type: none"> • Learn vocabulary of food • Engage in conversations in a café setting • Grammar – first person singular ‘I would like/have..’ when ordering food and drink
Computing Delivered by Technola, watched by teacher for subject knowledge and training	Computer Science Hello, World Video Game Development Students use a hybrid graphical-textual programming language to develop a video game; increasingly advanced coding concepts are introduced, such as conditionals and variables.	Computer Science Go, Robot! Physical System Game Development L1 Students use an advanced hybrid graphical-textual programming language to develop a game that can be played using a physical robot.	Digital Literacy Creative Computing L3 Website Design Students use advanced editing software to quickly and efficiently generate layouts for numerous website and social templates. They learn about the importance of colour schemes and marketing techniques,	Digital Literacy Special Project- Women In Computing; Web Design & Research Project Students create a single page website that documents the history, and current status, of women in Computing; a socio-research project that incorporates ICT skills and web search.	E-Safety- Online Research Students consider how to safely use the internet, focusing specifically on concepts such as permission and personal information. They then explore how to distinguish between facts and opinion by questioning the reliability of some sources of information.	Digital Literacy & ICT Cross Curricular This segment of the year is reserved for cross curricular learning. Your Technola creative consultant will liaise with class teachers in half term five to suggest ways of using technology to enhance learning in other subjects.



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			resulting in a professional looking end product.			
PSHCE	<u>Physical Health and Well-being</u> -What makes a healthy lifestyle -Strategies for dealing with media and peer pressure -Effects and consequences of drug use -Dangers and responsibilities relating to drugs -Risks and how to deal with them -Concept of puberty -Different roles within the family and the responsibility of parents -How they contribute to their family life	<u>Citizenship, Community and World</u> -How laws come into effect and who maintains them -Why people break the law -Similarities and differences around the world -Consequences of antisocial and aggressive behaviour such as bullying and racism -Charities and what they try to achieve -Choosing a charity -Conserving the environment	<u>Emotional Health and well-being, Feelings, Emotions and Relationships</u> -How to raise self esteem -Identifying personal goal and celebrating achievements -Resolving differences of opinion and conflict -How growing up creates social and emotional change -Changes in responsibility and the challenges as they move from childhood to adulthood -Tackling ideas relating to gender discrimination -How different people can help in different ways			