

End of Year Framework

Year 5



The Humanities

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
<p>History</p> <p>Vikings (AD 793)</p> <p>Mayans (AD 900)</p> <p>Tudors (AD 1485)</p>	<p>Chronology</p> <p>Interpretation and Reasoning</p> <p>Continuity and Change</p> <p>Significant Figures, Monarchy and Rulers</p> <p>Enquiry</p> <p>Local History</p> <p>Invasion, Conflict, Trade and settlement</p> <p>Significant Individuals, Monarchy and Rulers</p> <p>Cnut the Great Henry VIII</p>	<ul style="list-style-type: none"> I know key facts about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066) I can begin to picture what life would have been like in a non-European society that provides contrasts with British history – Mayan civilization c. AD 900. I use dates and historical terms in their work to sequence events and periods in time. I can draw a timeline with different time periods outlined which show different information, such as periods of history, places and when famous people lived. I can use my mathematical skills to work exact time scales, discussing short term and long term time scales. I can study different aspects of different people - e.g difference between men and women in a historical context. I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. I can compare and contrast early and late stages in a studied period. 	<ul style="list-style-type: none"> I have constructed responses to historical questions, explaining the things that have changed and the things which have stayed the same. I can examine causes and results of great events and the impact of these. I use a wider range of sources to answer questions and test hypotheses. I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction. I can discuss and debate historical issues. 	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that... historian archaeologist archaeology to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness</p>	<p>Vikings Heathen pillage raid plunder sea-farer slave oar norsermen invader dane conquest</p> <p>The Ancient Maya Central America Mexico empire city-state astrology astronomy codex excavate cenote pok-ol-pok stele</p> <p>The Tudors nation monarchy execution extent of change... extent of continuity... turning point The Tudors The Pope The Break with Rome Roman Catholic Protestant divorce male heir The Reformation monasteries</p>

Humanities	Key Subject Concepts	Enquiry Questions	Knowledge	Skills	Key Vocabulary
RE Discovery RE Christianity Hinduism	Community Traditions and Symbols Faith and Worship Values, Morals and Ethics Spirituality	What is the best way for a Hindu to show commitment to God?	I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.	I can show an understanding of why people show commitment in different ways. I can express why I think Hindus might choose different ways to show commitment to God.	Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma
	Is the Christmas story true?	I can start to explain the Christian belief that Jesus was the Incarnation of God.	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	Advent Incarnation	
	How can Brahman be everywhere and in everything?	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	I can describe some of the characteristics that make me me even when I am playing different roles. I can express my understanding of how Brahman can/ cannot be in everything	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Atman Krishna Avatar Chadogya Upanishad	
	How significant is it for Christians to believe God intended Jesus to die?	I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	Holy Week Pilate Herod Mount of Olives Garden of Gethsemane	
	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.	I can start to express my own views about life after death. I can express my own views about Hindu beliefs and whether they make sense to me or not.	Karma Samsara Moksha Bhagavad Gita Upanishads Atman Sadhu	
	What is the best way for a Christian to show commitment to God?	I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.	I can show an understanding of why people show commitment in different ways. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	Ten Commandments Confirmation Lord's Prayer	

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary					
Geog N and S America - study Time zones Biomes and vegetation belts Trade	<table border="1"> <tr> <td data-bbox="248 169 551 201">Location knowledge</td> </tr> <tr> <td data-bbox="248 201 551 233">Place knowledge</td> </tr> <tr> <td data-bbox="248 233 551 296">Human and physical processes</td> </tr> <tr> <td data-bbox="248 296 551 360">Communities, Movement and Settlements</td> </tr> <tr> <td data-bbox="248 360 551 392">Environment</td> </tr> </table>	Location knowledge	Place knowledge	Human and physical processes	Communities, Movement and Settlements	Environment	<ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. I can describe and understand key aspects of physical geography, including: biomes and vegetation belts. I can describe and understand key aspects of human geography, including: economic activity including trade links. 	<ul style="list-style-type: none"> I can use six-figure grid references to build my knowledge of the wider world. I can use fieldwork to record the human and physical features in the local area. I can use plans and a range of different types of graphs to show my recordings of the human and physical features in the local area. 	North America South America Latitude Longitude Tropic of Cancer and Capricorn Prime/Greenwich Meridian Time zones Biomes Vegetation belts economic activity trade links grid reference (6 figures)
Location knowledge									
Place knowledge									
Human and physical processes									
Communities, Movement and Settlements									
Environment									

The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Science</p> <p>Kent Science Scheme – Drive</p>	<ul style="list-style-type: none"> <li style="background-color: #ff0000; color: white; padding: 2px;">Creativity <li style="background-color: #ffa500; padding: 2px;">Questioning <li style="background-color: #ffff00; padding: 2px;">Hypothesis <li style="background-color: #00ff00; padding: 2px;">Predicting <li style="background-color: #00ffff; padding: 2px;">Exploring Variables <li style="background-color: #0000ff; color: white; padding: 2px;">Developing Experiments <li style="background-color: #0000ff; color: white; padding: 2px;">Analysing and Presenting Data <li style="background-color: #800080; color: white; padding: 2px;">Drawing Conclusions <li style="background-color: #ff00ff; padding: 2px;">Adaptations and Forward Thinking 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> ● I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ● I can describe the life process of reproduction in some plants and animals. <p>Animals, including humans:</p> <ul style="list-style-type: none"> ● I can describe the changes as humans develop to old age. <p>Properties and changes of materials:</p> <ul style="list-style-type: none"> ● I can 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. ● I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. ● I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. ● I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ● I demonstrate that dissolving, mixing and changes of state are reversible changes. ● I can 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>Earth and Space:</p> <ul style="list-style-type: none"> ● I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. ● I can describe the movement of the Moon relative to the Earth. ● I can describe the Sun, Earth and Moon as approximately spherical bodies. ● I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces:</p> <ul style="list-style-type: none"> ● I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. ● I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. ● I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Hypothesis:</p> <ul style="list-style-type: none"> ● I use test results to make predictions to set up further comparative and fair tests. <p>Experiments:</p> <ul style="list-style-type: none"> ● I can plan different types of enquiry to answer questions based on what I would like to find out. ● I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. ● I can identify independent, dependent and control variables for an experiment. <p>Recording Data:</p> <ul style="list-style-type: none"> ● I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. <p>Conclusions:</p> <ul style="list-style-type: none"> ● I can report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. ● I can identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Life cycle, baby, toddler, teenager, adult, elder, metamorphosis, reproduction, sexual reproduction, asexual reproduction.</p> <p>hardness, solubility, transparency, conductivity, magnetism, solution, substance, filter, sieve, evaporate, dissolving, reversible, irreversible, Earth, planet, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, moon, sun, orbit, spherical, rotation, day, night.</p> <p>Force, gravity, water resistance, upthrust, air resistance, friction, push, pull, mechanism, lever, gear, pulley,</p>

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
Computing Teach Computing www.teachcomputing.org Drive	<div style="background-color: red; color: white; padding: 5px; text-align: center;">Computer Systems and Networks</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Programming</div> <div style="background-color: green; padding: 5px; text-align: center;">Multimedia</div> <div style="background-color: magenta; padding: 5px; text-align: center;">Handling Data</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)</p> </div>	<div style="background-color: red; padding: 2px;">Computer Systems & Networks</div> <ul style="list-style-type: none"> ● I know the function of computer systems. ● I understand how the internet works to enable us to work online. ● I know how sharing information online lets people in different places work together. <div style="background-color: yellow; padding: 2px;">Programming</div> <ul style="list-style-type: none"> ● I know how to write complex algorithms with 'if' and 'then' commands. ● I understand the term 'decomposition'. <div style="background-color: green; padding: 2px;">Multimedia</div> <ul style="list-style-type: none"> ● I recognise video as moving pictures, which can include audio. ● I recognise the features of an effective video. ● I can identify digital devices that can record video. ● I know that technology can be used for drawing and design. ● I can identify that drawing tools can be used to produce different outcomes. <div style="background-color: magenta; padding: 2px;">Handling Data</div> <ul style="list-style-type: none"> ● I know how to spot mistakes in data and suggest how to check the data. ● I know how to use a database to ask and answer real-world questions. 	<div style="background-color: red; padding: 2px;">Computer Systems & Networks</div> <ul style="list-style-type: none"> ● I can explain that computers can be connected together to form systems. ● I can recognise the role of the computer systems in our lives. ● I can recognise how information is transferred over the internet. ● I can contribute to a shared project online. ● I can evaluate different ways of working together online. <div style="background-color: yellow; padding: 2px;">Programming</div> <ul style="list-style-type: none"> ● I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. ● I can refine a procedure using repeat commands to improve a program. ● I can use 'if' and 'then' commands to select an action. <div style="background-color: green; padding: 2px;">Multimedia</div> <ul style="list-style-type: none"> ● I can capture video using a digital device and improve it through reshooting and editing. ● I can create a vector drawing by combining shapes and using the appropriate tools to achieve a desired effect. <div style="background-color: magenta; padding: 2px;">Handling Data</div> <ul style="list-style-type: none"> ● I can use a flat-file database to answer real-world questions. 	Systems Communicate Search engines Web crawlers	Procedure Variable Sequence Quiz Selection repeat Inputs Solutions commands	insert Layer objects Timelines	Find Statistics Flat file Field Text Numeric investigate Report

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
DT	Design	Design: I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	<p>I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>I can use knives safely to prepare food and then use heat to cook and prepare savoury dishes using a range of cooking techniques.</p> <p>Focus skills:</p> <ol style="list-style-type: none"> Mechanical systems - pulleys. Reinforcement - sewing. Cooking - techniques (boiling, frying, baking, grilling, poaching, scrambling). 	<ul style="list-style-type: none"> • Cutting • Creativity • Design/Designer • Evaluate • Functionality • Finishing • Innovation • Joining • Measure • Materials • Mechanisms • Maker • Purpose • Purposeful • Product • Sketch • Shaping • Structures • Tools
	Make	Make: I can make an appealing product that is fit for purpose, based on design criteria.		
	Innovate	Make: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.		
	Adapt	Evaluate: I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.		
	Evaluate	Technical Knowledge: I can understand how key events in design and technology have helped shape the world.		
	Functionality	Cooking and Nutrition: I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.		
	Nutrition			
	Problem Finding			

The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Art	Line	<ul style="list-style-type: none"> • They understand they should use different techniques and materials to create effects in their own artwork. • They can name a variety of artists and different art movements and begin to comment on its influence and impact on history and culture. • They begin to talk about similarities and differences between different art movements and begin to explain how and why this is. • They understand when and how to adapt their artwork appropriately and begin to develop their own style. 	<ul style="list-style-type: none"> • They can fluently control types of marks made and experiment with different effects and textures. • They can work in a sustained and independent way to create a detailed drawing. • They can mix and match colours to create atmosphere and light effects. • They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture. • They can use a variety of techniques to create different textural and patterned effects (including Batik). • They can improve their mastery of art and design techniques, including printmaking, painting and sculpture, batik and mixed media with a range of materials (for example, pencil, charcoal, paint, clay). • They can use different techniques for different purposes. • They can plan a design and choose how to execute it. • They use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbooks. 	<div style="display: flex; justify-content: space-between;"> <div> <p>Line</p> <p>mark</p> <p>people</p> <p>objects</p> <p>Artist</p> <p>Primary colour</p> <p>Secondary colour</p> <p>create</p> <p>design</p> <p>construct</p> <p>represent</p> <p>cut</p> <p>stick</p> <p>join</p> <p>wrap</p> <p>weave</p> <p>print</p> </div> <div> <p>media</p> <p>medium</p> <p>material</p> <p>tool</p> <p>brush</p> <p>Shape</p> <p>negative</p> <p>positive</p> <p>Form</p> <p>Value</p> <p>Space</p> <p>Colour</p> <p>Texture</p> <p>Pattern</p> <p>Explore</p> </div> </div>
	Shape			
	Form			
	Value			
	Space			
	Colour			
	Texture			
	Pattern			
	Exploration and expression			
	Critical thinking and language			

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Music</p> <p>Charanga: https://charanga.com/site/log-in/</p> <p>Livin on a Prayer</p> <p>The Fresh Prince of Bel-Air</p> <p>Dancing in the Street</p>	<p>Appraising</p> <p>Singing and Playing</p> <p>Composition and improvisation</p> <p>Performing</p> <p>Notation</p>	<ul style="list-style-type: none"> To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song. To name the 4 main groups of instruments in music To identify the main sections of a song (intro, verse, chorus, etc). To sing clearly demonstrating a good posture, understanding of pronunciation and projection of your voice. To be able to sing in canon and unison. To know the notes, C,D,E,F,G,A,B and C on the treble stave. To know different ways of writing music down (staff notation, symbols, etc). To create a new tune to a known rhythm or song. To know notation is the connection between sound and symbol. To use a range of different instruments and note length for a chosen effect. To know a performance involves communicating ideas, thought and feelings about the song/music. To evaluate their own performance and next steps. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of a song. To compare 2 songs in the same style and think about what stands out musically in each of them, their similarities and differences. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing or play from memory with confidence, expression and in tune. To play a musical instrument with the correct technique. To lead a rehearsal session. To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To maintain and vary rhythms to fit a style (Blues, Jazz, African, etc). To choose what to perform. To talk about the venue and how to use it to best effect. To reflect on a performance- what went well? and 'it would have been even better if...?' 	<p>Livin on a Prayer: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo</p> <p>The Fresh Prince of Bel-Air: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Dancing in the Street: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>

Communication and Language

Communication and Language	Key Subject Concepts	Knowledge	Skills	Key Vocabulary (Mechanics)
<p>MFL HJ Scheme – Drive On holiday Eating out Hobbies A school trip Seasons The environment</p>	<p>Speaking and listening</p> <p>Reading</p> <p>Writing and Grammar</p> <p>Intercultural understanding</p>	<p>Year beginning 2022-2023:</p> <ul style="list-style-type: none"> Know how to conjugate and use the simple past tense in the first and third person singular. eg: I saw, I went and it had. Use some simple sentence structures with increasing confidence that differ from English sentence structures in writing. Know some of the key figures in French history who made an impact on France, studying different men and women from the past. 	<ul style="list-style-type: none"> Understand unfamiliar language in context when someone else is speaking, including noticing the difference between determiners, recognising that nouns have irregular plurals and adjectives' endings often change to match the noun they are describing. Read unfamiliar words and phrases with greater accuracy and join in with conversations using complex sentences. Build the confidence to read aloud clearly with expression. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<ul style="list-style-type: none"> in im ain aim ein eim yn ym i y î o ô au eau ay = e è ê ei ai a â i (before vowel) = y il ill ll oo = ou ôu où - Use the correct article to match the gender of a noun. eg: mon/ma/mes, le/la/les - Nouns with irregular plurals - Revision of first and third person verbs

Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
Lifeskills	<p>I understand the word resilience and show that I try my best.</p> <p>I can take responsibility for my behaviours and recognise the benefits and costs to me personally.</p> <p>I can name and recognise a wide range of emotions.</p> <p>I know the terms “body image” and “self image”.</p> <p>I know that many different body types are healthy body types.</p> <p>I know the appropriate time and approach to discuss something when I feel an injustice has occurred.</p> <p>I know that sadness does not mean someone has poor mental health.</p>	<p>I know when/if I might need to apply deodorant.</p> <p>I know what my mind/body needs in different circumstances (water, exercise etc.).</p> <p>I have some basic first aid awareness and know how to deal with a medical emergency.</p>	<p>I am beginning to understand/take an interest in politics in our country.</p> <p>I have an understanding of current affairs and can engage in a conversation about them.</p> <p>I can recognise that different countries have different types of leaders and different ideas about rule of law (dictatorship, democracy, autocracy).</p> <p>I can name crimes that are against the law and can explain why they are wrong.</p> <p>I know key facts about the menstrual cycle.</p>	<p>I can identify some of the communities I am a part of and I can interact with others positively and safely.</p> <p>I can describe ways technology can affect health.</p> <p>I can identify the helpline services who can support children and I know what I would say and do if I needed their help.</p> <p>I can link fire safety in school with fire safety at home and will have talked to my parents about what to do if there was a fire at home.</p> <p>I know more than one safe place to cross a road and know never to look at my phone or wear headphones when crossing a road.</p>	<p>I can make decisions based on what I think is right and wrong.</p> <p>I can take part in a debate, listen carefully to other opinions and explain my own opinion.</p> <p>I understand that opinions do not equate to facts.</p> <p>I can identify where someone could get support if they were experiencing poor mental health.</p> <p>I can explain how wellbeing is a spectrum.</p>	<p>I can identify: eczema, asthma, head lice, verrucas, starting my period and how to seek adult support.</p> <p>I can help prepare food for a meal.</p> <p>I can describe ways technology can affect healthy sleep and healthy relationships.</p> <p>I can recognise what my brain and body needs (water, exercise, calming techniques).</p> <p>I can take responsibility for my own belongings when moving around the school site and on off-site visits.</p>	<p>I can name key figures in politics and royalty, such as the Prime Minister, the Queen, the line of succession and I have a basic understanding of their roles.</p> <p>I can explain that death is universal and final but that there are many different beliefs surrounding the possibility of an afterlife.</p>	<p>I will start to seek to lead by example during a fire drill to show younger children how they should be acting.</p> <p>I can explain how a pelican and zebra crossing work to cross roads safely.</p> <p>I can safely get myself to a pre-arranged meeting point with my family including crossing roads.</p>

Mental Wealth & Physical Health	Knowledge	Skills
Online Safety	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> ● I can explain how identity online can be copied, modified or altered. ● I can demonstrate responsible choices about my online identity, depending on context. <p>Online Relationships:</p> <ul style="list-style-type: none"> ● I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. ● I can describe some of the communities in which I am involved and describe how I collaborate with others positively. <p>Online Reputation:</p> <ul style="list-style-type: none"> ● I can describe ways that information about people online can be used by others to make judgments about an individual. <p>Online Bullying:</p> <ul style="list-style-type: none"> ● I can describe how to get help for someone who is being bullied online and assess when I need to do or say something or tell someone. ● I can explain how I would report online bullying on the apps and platforms that I use. ● I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). <p>Managing Online Information:</p> <ul style="list-style-type: none"> ● I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. ● I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). ● I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. ● I can explain what is meant by a 'hoax'. ● I can explain why I need to think carefully before I forward anything online. ● I can explain why some information I find online may not be honest, accurate or legal. ● I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> ● I can describe ways technology can affect healthy sleep and can describe some of the issues. <p>Privacy and security:</p> <ul style="list-style-type: none"> ● I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. ● I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> ● I can give examples of content that is permitted to be reused. 	<p>Online Relationships:</p> <ul style="list-style-type: none"> ● I can make positive contributions and be part of online communities. <p>Online Reputation:</p> <ul style="list-style-type: none"> ● I can search for information about an individual online and create a summary report of the information I find. <p>Online Bullying:</p> <ul style="list-style-type: none"> ● I can recognise when someone is upset, hurt or angry online. ● I can block abusive users. <p>Managing Online Information:</p> <ul style="list-style-type: none"> ● I can use different search technologies. ● I can evaluate digital content and can explain how I make choices from search results. <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> ● I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. <p>Privacy and security:</p> <ul style="list-style-type: none"> ● I can create and use strong and secure passwords. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> ● I can assess and justify when it is acceptable to use the work of others.

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>PE</p> <p>TLG PE tlg- pe.co.uk</p> <p>Swimming</p> <p>Rounders</p> <p>Hockey</p> <p>Handball</p> <p>Netball</p> <p>Gymnastics</p> <p>Tennis</p> <p>Dodgeball</p> <p>Cricket</p> <p>OAA</p> <p>Tag Rugby</p>	<p>Fitness</p> <p>Dance</p> <p>Gymnastics</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>OAA</p> <p>Fundamental Movement Skills</p>	<ul style="list-style-type: none"> I can identify parts of a performance that need to be practised and refined, and understand how to improve myself. I can understand different ways of attacking and select positions with my team carefully. I know where to stand when attacking and defending. I understand the value of exercise outside of the school day. I know what clothing and footwear is best to wear for a variety of sports and fitness activities. 	<ul style="list-style-type: none"> I can perform a range of jumps showing power, control and consistency at both take-off and landing. I can work as a group and share roles fairly. I can sustain pace over longer distances, e.g. sprint for seven seconds/run for one or two minutes. I can explore, improvise and combine movement ideas fluently and effectively. 	<p><u>Games</u> Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble, shoot</p> <p><u>Gymnastics</u> Complex extended sequences, combine, perform</p> <p><u>Dance</u> Compose, creative, perform, demonstrate, style, precise, posture</p> <p><u>Athletics</u> Control, accuracy, techniques, combine</p> <p><u>OAA</u> Location, compass, navigate, plan, route</p>