

Curriculum map 2017/2018 – KS2 Year D

|   | Stone/Iron age – History focus  |  | Europe – Geography focus  |  | Romans – History focus  |  |
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|   | 1   | 2  | 3   | 4  | 5   | 6  |
| Class 3/4<br><br>English<br><br>Class 5 | Instructions & explanations Y3<br>Stories by the same author Y3<br>Poetry - creating images Y3  | Stories from other cultures Y3<br>Information texts Y3<br>Poetry – humour Y3   | Plays & dialogues Y3<br>Poems by heart Y4<br>Stories in familiar settings Y4  | Chronological reports Y4<br>Nonsense poems Y4<br>Recounts Y3   | Adventure stories Y3<br>Shape poems Y3<br>Non-chronological reports Y3  | Persuasive writing Y3<br>Traditional poems Y3<br>Myths & legends Y3  |
|   | Historical stories Y6<br>Recounts Y6<br>Choral & performance poems Y6   | Instructions & explanations Y6<br>Biographies & autobiographies Y5<br>Classic poetry Y5  | Non-chronological reports & journalism Y6<br>Classic poems Y6<br>Persuasive writing Y5  | Debate poems Y5<br>Chronological reports Y6<br>Poetic style Y5   | Poet study - Emily Dickenson Y6<br>Classic fiction Y6<br>Drama Y5   | Free form poems Y6<br>Dialogue poems Y6<br>Letter writing Y6   |
| Maths                                   | Number and place value<br>Number - Addition and subtraction<br>Number - Multiplication and division<br>Number - Fractions and decimals<br>Money<br>Time<br>Properties of shape<br>Statistics – bar charts and pictograms.   |  | Number and place value<br>Number - Addition and subtraction<br>Number - Multiplication and division<br>Number - Fractions and decimals<br>Measurements<br>Money<br>Position and direction<br>Tables and bar charts  |  | Number and place value<br>Number - Addition and subtraction<br>Number - Multiplication and division<br>Number - Fractions and decimals<br>Measurements<br>Time<br>Properties of shapes<br>Position and direction<br>Graphs  |  |
| Class 3/4<br><br>Science                | Animals including humans <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different parts of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> | Properties of Materials <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> </ul> | Sound <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> | Living things and their habitats <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> | Forces & Magnets <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> </ul> | Rocks <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> |

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| <p>Class 5</p> | <p>Animals including humans</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> | <ul style="list-style-type: none"> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>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.</li> </ul> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> | <p>Properties of Materials</p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</li> </ul> | <p>Properties of Materials</p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</li> </ul> | <ul style="list-style-type: none"> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p>Animals including humans</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul> | <p>Forces</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> |
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|   |  |   |   | <p>metals, wood and plastic.</p> <ul style="list-style-type: none"> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul> |  |  |
| Working scientifically in Science (taught across year). | <ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings, including relationships, conclusions and explanations, in oral and written form.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Plan scientific enquiries, including recognising and controlling variables where necessary.</li> <li>• Record and present results/data using keys, scientific diagrams, labels, models, tables, bar &amp; line graphs.</li> <li>• Make systematic and careful observations</li> <li>• Identify changes, differences and similarities related to scientific ideas</li> <li>• Gather, record and classify data</li> <li>• Draw simple conclusions.</li> <li>• Ask relevant questions</li> <li>• Record findings using simple scientific language, tables, drawings and labelled diagrams in displays and presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas</li> </ul> |   |   |  |  |  |
| History / geography                                     | <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and</li> </ul> | <p>Romans – life before, invasion, entertainment, mosaics, Boudicca, army, engineering, legacy, local study Cirencester &amp; Gloucester.</p> <ul style="list-style-type: none"> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to</li> </ul> |  |  |  |

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|     | <p>why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>  | <p>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> | <p>make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>The Roman Empire and its impact on Britain.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> |
| Art | <p style="text-align: center;">Sketching</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences.</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul> | <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and</li> </ul>  | <p style="text-align: center;">Clay pots</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>   |

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|       |  | <p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history.</li> </ul>  | <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history.</li> </ul>  |
| D.T.  | <p style="text-align: center;">Cooking</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Understand and apply the principles of nutrition and learn how to cook.</li> </ul>   | <p style="text-align: center;">Sewing</p> <ul style="list-style-type: none"> <li>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>Critique, evaluate and test their ideas and products and the work of others</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> | <p style="text-align: center;">Computer programming.</p> <ul style="list-style-type: none"> <li>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <li>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</li> <li>Critique, evaluate and test their ideas and products and the work of others.</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> |
| Music | <p style="text-align: center;">Singing</p> <ul style="list-style-type: none"> <li>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> | <p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> <li>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Ten pieces: The Firebird.</li> </ul>  | <p style="text-align: center;">Notation and history.</p> <ul style="list-style-type: none"> <li>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>Use and understand staff and other musical notations.</li> <li>Develop an understanding of the history of music.</li> </ul>  |

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|           | <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Ten pieces: Zadok the Priest</li> </ul>  |   |   |
| PE        | <p>Team net/wall games – football, hockey, netball.</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>   | <p>Gym/dance</p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>  | <p>Athletics, rounders, cricket, tennis, swimming (Yr 5/6)</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Swim competently, confidently and proficiently over a distance of at least 25 meters.</li> <li>Use a range of strokes effectively.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> |
| Computing | <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> | <ul style="list-style-type: none"> <li>Able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>   |
| R.E.      | <ul style="list-style-type: none"> <li>How and why do Hindus worship at home and in the Mandir?</li> <li>How do Hindus express meaning through festivals?</li> <li>Christmas – choice and change.</li> </ul>  | <ul style="list-style-type: none"> <li>Why do believers often see life as a significant journey?</li> <li>What significant experiences mark this journey?</li> <li>Easter – Humility and service.</li> </ul>  | <ul style="list-style-type: none"> <li>Who am I? My spirit, my life.</li> <li>How religious and spiritual ideas are expressed.</li> <li>Reflecting on and expressing insights.</li> </ul>   |

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| <p>Class 3/4</p> <p>PSHE</p> | <p>Keeping safe at home, keeping safe outside.</p> <ul style="list-style-type: none"> <li>• Recognising that our feelings can affect the way we behave.</li> <li>• Identifying where we can go when we need to feel safe.</li> <li>• Identifying who we can speak to about our feelings.</li> <li>• Alcohol and tobacco.</li> <li>• Drugs and their uses including medical drugs.</li> <li>• Effects and risks of drugs.</li> <li>• Drug use as a minority activity.</li> <li>• Being sunsmart.</li> </ul>   | <p>British Values – tolerance and respect.</p> <ul style="list-style-type: none"> <li>• Being part of a community and understanding that we belong to different groups.</li> <li>• The lives of people living in other places, and people with different values and customs.</li> <li>• What improves and harms local and national environments and about some of the ways people look after them.</li> </ul> <p>Internet Safety.</p> <ul style="list-style-type: none"> <li>• Online games, email and chat.</li> <li>• Texting, instant messenger, 'kick'.</li> <li>• Appropriate gaming, websites, apps, TV streaming.</li> <li>• Passwords, access codes, PINs.</li> <li>• Appropriate websites.</li> </ul> | <p>Personal change and responsibility.</p> <ul style="list-style-type: none"> <li>• What is special about me?</li> <li>• My thoughts and feelings.</li> <li>• What affects our energy levels and the way we feel?</li> <li>• How these feelings can impact on behaviour.</li> <li>• Resilience.</li> <li>• Hygiene.</li> <li>• Diet, exercise and sleep.</li> <li>• Illness, wellness and balance.</li> <li>• Managing feelings.</li> <li>• Self-worth.</li> <li>• Anxiety – triggers and strategies for coping.</li> <li>• Bereavement.</li> </ul> <p>Growing up.</p> <ul style="list-style-type: none"> <li>• Some of the physical changes that will happen as they get older.</li> <li>• The physical changes that take place at puberty, why they happen and how to manage them.</li> </ul> |
| <p>Class 5</p>               | <p>Keeping safe at home, keeping safe outside.</p> <ul style="list-style-type: none"> <li>• Legal and illegal drugs.</li> <li>• Drugs and the law.</li> <li>• Effects and risks of drugs.</li> <li>• E-cigarettes.</li> <li>• Drug use as a minority activity.</li> <li>• Drug use in young people decreasing.</li> <li>• Different types of risk, including positive risk taking.</li> <li>• Identifying and assessing risk.</li> <li>• Hazards in the home, e.g. electrical appliances, sources of fire, sharps implements and blades, cleaning substances.</li> <li>• Being sunsmart.</li> <li>• Emergency aid.</li> <li>• Public transport.</li> <li>• Hazards in our community, e.g. power sub stations, sharp implements and blades, farms, construction sites.</li> </ul> | <p>Social issues.</p> <ul style="list-style-type: none"> <li>• Issues of interest/relevance to their locality, e.g. gang culture, young carers in their community.</li> </ul> <p>Internet Safety.</p> <ul style="list-style-type: none"> <li>• Internet safety – Facebook, grooming.</li> <li>• Appropriate gaming websites, apps, TV streaming.</li> </ul>  | <p>Kindness and anti-bullying.</p> <ul style="list-style-type: none"> <li>• Peer pressure.</li> <li>• Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, and cultural).</li> <li>• Identifying acts of kindness.</li> <li>• Exploring how kindness benefits all involved.</li> </ul> <p>Growing up.</p> <ul style="list-style-type: none"> <li>• Puberty/body changes.</li> <li>• The physical changes that take place at puberty, why they happen and how to manage them.</li> <li>• Name and describe the functions of the sexual organs of boys and girls.</li> <li>• Describe some internal differences between males and females.</li> <li>• The facts of the human lifecycle, including sexual intercourse.</li> </ul>     |