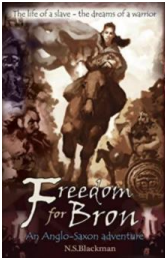
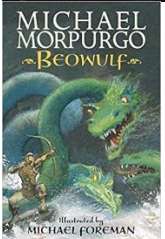
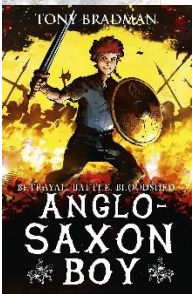


## Year 5 Curriculum Coverage

### Autumn Term Year 2021-2022

#### Autumn 1

#### Autumn 2

Topic texts	Knowledge	Skills	Enrichment Opportunities
  	<p><b><u>English</u></b></p> <p><b><u>Reading</u></b>            Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.            Make comparisons within and across books.            Learn a wider range of poetry by heart.            Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b><u>Writing</u></b>            Draft and write by:            Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.            In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action            précising longer passages.            Use a wide range of devices to build cohesion within and across paragraphs            using further organisational and presentational devices to structure text and to guide the reader.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.            Read books that are structured in different ways and reading for a range of purposes.            Recommend books that they have read to their peers, giving reasons for their choices.            Identify and discuss themes and conventions in and across a wide range of writing.            Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.            Distinguish between statements of fact and opinion.            Retrieve, record and present information from non-fiction.</p> <p>Plan their writing by:            Noting and developing initial ideas, drawing on reading and research where necessary            in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.            Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>Book café            Library visits            Blind date with a book            Book reviews            Paired Reading</p> <p>Drama            Viking Experience Day            Young Writers.</p>



## Year 5 Curriculum Coverage

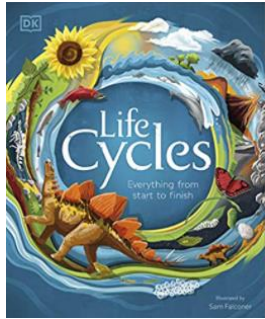
	<p><b>Evaluate and edit by:</b>          Ensure the consistent and correct use of tense throughout a piece of writing.          Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b><u>Vocabulary, grammar &amp; punctuation</u></b>          Use expanded noun phrases to convey complicated information concisely.          Use modal verbs or adverbs to indicate degrees of possibility.          Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.          Use commas to clarify meaning or avoid ambiguity in writing.          Use hyphens to avoid ambiguity.          Use brackets, dashes or commas to indicate parenthesis.          Use a colon to introduce a list.          Punctuate bullet points consistently.</p>	<p>Assess the effectiveness of their own and others' writing.          Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.          Proofread for spelling and punctuation errors.          Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	
	<p><b><u>Maths</u></b>  <b><u>Place Value</u></b></p> <p>Determine the value of each digit to at least 1,000,000.          Read, write, order and compare numbers to at least 1,000,000          Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000          Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000          Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</p>	<p>Solve number problems and practical problems that involve all of the above</p>	<p>TT Rockstars          Active maths starters/warm ups          Fluent in 5          Kinaesthetic/drama/active maths activities</p>



## Year 5 Curriculum Coverage

	<p>Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p> <p><b><u>Addition, Subtraction</u></b> 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> <p><b><u>Multiplication, Division</u></b> 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 composite (non-prime) numbers 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 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 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</p> <p><b><u>Area and Perimeter</u></b> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p><b><u>Statistics</u></b> Understand the reasons for using a line graph to represent data.</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>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 combination of these, including understanding the meaning of the equals sign</p> <p>Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p>	
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## Year 5 Curriculum Coverage



Understand how to read and create a line graph.

### Science - Lifecycles

Identify scientific evidence that has been used to support or refute ideas or arguments.

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.

Name and describe the functions of the main parts of flowers.

Identify and label the parts of flowers. Describe the life process of sexual reproduction in flowering plants.

Understand what asexual reproduction is. Explain some ways in which plants reproduce asexually.

Describe the life cycles of some asexually reproducing plants.

Define some of the ways in which sexual reproduction in animals occurs

Compare species that reproduce in different ways and consider reasons why.

Establish causal links between the life cycle of animals and their environment?

Compare the life cycles of animals living in different environments?

Using scientific vocabulary, explain some of the ways in which different animals reproduce.

Compare the life cycles and methods of reproduction of different animals.

Give reasons for the differences between life cycles of different animals.

Understand what naturalists do.

Explain why the work of naturalists is important.

Give reasons why secondary sources of scientific evidence cannot always be trusted.

### Earth & Space

Describe the Sun, Earth and Moon's shape as roughly spherical.

Define the word orbit.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

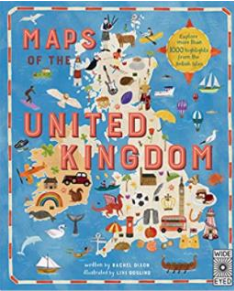
Plant seeds and observe germination

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

## Year 5 Curriculum Coverage

	<p>Describe the Sun, Earth and Moon's movements in relation to one another.          Explain how the rotation of Earth on its axis creates day and night.          Explain the apparent movement of the sun across the sky.          Identify how long it takes Earth to make a full rotation.          Describe the different changes that happen between seasons.          Use Earth's tilted axis to explain how seasons are created.          Describe the differences in seasons between two locations in opposite hemispheres.          Name the different phases of the moon          Order the phases of the moon.          Describe how the phases of the moon are created.          Define what a solar system is.          Explain what the differences between geo and heliocentric models of the solar system are.          Compare the ideas of the solar system we know now, with those held by Ptolemy and Copernicus.          Name the eight planets in our solar system in order from nearest to farthest from the Sun.</p>		<p>Birmingham Think Tank and Planetarium.</p>
	<p><b><u>History - Vikings v. Anglo-Saxons</u></b>          Know what England was like before the first Viking invasions.          Recap when the Romans left Britain and explore who the Anglo-Saxons were and where they came from.          Know about the seven Anglo-Saxon kingdoms and what life was like for everyday people under Anglo-Saxon rule.          Know who the Vikings were and where they came from, what happened at Lindisfarne Viking raid in 793 and how this affected the Anglo-Saxons.          Know that the Vikings continued to raid England and other parts of Britain after the attack on Lindisfarne in 793.          Know how a peace treaty was eventually reached to allow the Vikings control of the northwest of England, which became known as the Danelaw.          Know what life would have been like for Vikings living in Britain, and compare this to how their Anglo-Saxon neighbours lived, identifying similarities and differences between the two.</p>	<p>Research using books, fact files and the internet: Alfred The Great.</p> <p>Research Viking culture, including stories and runes, and discover how the Vikings left their mark on Britain, for example through the names they gave to towns and villages.</p>	<p>Viking day Experience.</p>
	<p><b><u>Art/ D&amp;T – Fashion and textiles</u></b></p>		

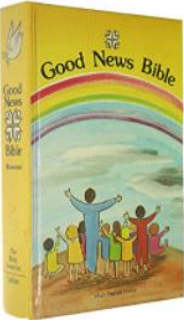
## Year 5 Curriculum Coverage

	<p><b><u>D&amp;T</u></b>          Know how some natural and synthetic textiles are produced, and consider their uses in clothing. They then either examine and describe old clothes (and how they are constructed), or sequence descriptions of cotton cloth manufacture.          Know about the work of fashion designers, then discover some ways in which textiles may be joined and decorated.          Children will learn how fashion designers use pattern pieces when making products.          Children will learn how design features of pattern pieces are transferred to fabric.</p>	<p>Practise hand sewing stitches or identify machine stitching patterns on a range of garments.          Make pattern pieces for a bag, or draw designs for a bag for a specific person or purpose.          Transfer their pattern piece designs to fabric, or produce a small, simple bag using a given pattern piece.          Children will learn how to pin and hand-sew fabric pieces together, then either sew pieces they cut out and marked previously, or design and make a simple fabric container.          Children will learn how to finish a hand-sewn product, then finish sewing and decorating their own bag designs, or decorate old clothes using a variety of techniques.</p>	
	<p><b><u>Geography – The UK</u></b>          Identify and describe key geographical features of the United Kingdom.          Know some facts about the human geography of the United Kingdom, such as population and life expectancy.          Know what a county is.          Identify and locate the counties of the United Kingdom.          Locate and identify towns and cities in the UK.          Name hills and mountains in the UK.          Know how mountains and hills are formed.          Name seas and coastal areas of the UK.          Identify and explore the major rivers of the UK.          Name some of the rivers of the UK.</p>	<p>Research skills using books, atlases, internet: - find out about the hills and mountains, seas and coasts of the UK.          Locate the United Kingdom on a world map.          Name and locate the countries and capital cities of the United Kingdom.          Identify the counties of the UK.          Place counties of the UK on a map.          Describe what a city is.          Identify cities of the UK.          Locate UK cities on a map.          Understand and describe the journey of a river from source to sea.          Research out and analyse information about rivers of the UK.</p>	Big maps
	<p><b><u>Computing – Game Creator</u></b>          To set the scene.          To create the game environment.          To create the game quest.          To finish and share the game.          To evaluate their and peers' games.</p>	<p>Open, share and close work.          Change game settings.          Add images to a game.          Insert treasure and enemies into a game.          Drag to set the start position for the game.</p>	

## Year 5 Curriculum Coverage

<p>To understand what makes a game good.</p> <p><b><u>Online Safety</u></b></p> <p>Gain a greater understanding of the impact that sharing digital content can have.          Know how to maintain secure passwords.          Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.          Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.          Know what to do if they see something online that is inappropriate/upsetting.</p>	<p>Use the 2DIY2D tool to create a playable game.</p> <p>Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.          To review sources of support when using technology and children’s responsibility to one another in their online behaviour.          Learn about how to reference sources in their work.          Ensure reliability through using different methods of communication.</p>																															
<p><b><u>Music –</u></b></p> <p>Has a developing knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="padding: 2px;">Hallelujah from <i>Messiah</i></td> <td style="padding: 2px;">Handel</td> <td style="padding: 2px;">Baroque</td> </tr> <tr> <td style="padding: 2px;">Rondo alla Turca</td> <td style="padding: 2px;">Mozart</td> <td style="padding: 2px;">Classical</td> </tr> </table> <p><b><u>Links to Black History Month:</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="padding: 2px;">Jazz</td> <td style="padding: 2px;">Take the 'A' Train</td> <td style="padding: 2px;">Billy Strayhorn/Duke Ellington Orchestra</td> </tr> <tr> <td style="padding: 2px;">Funk</td> <td style="padding: 2px;">I Got You (I Feel Good)</td> <td style="padding: 2px;">James Brown</td> </tr> <tr> <td style="padding: 2px;">Disco</td> <td style="padding: 2px;">Le Freak</td> <td style="padding: 2px;">Chic</td> </tr> </table> <p><b><u>Musical Traditions</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="padding: 2px;">Country*</th> <th style="padding: 2px;">Tradition</th> <th style="padding: 2px;">Title</th> <th style="padding: 2px;">Artist/Composer</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Nigeria</td> <td style="padding: 2px;">Drumming</td> <td style="padding: 2px;">Jin-Go-La-Ba (Drums of Passion)</td> <td style="padding: 2px;">Babatunde Olatunji</td> </tr> <tr> <td style="padding: 2px;">South Africa</td> <td style="padding: 2px;">Choral</td> <td style="padding: 2px;">Inkanyezi Nezazi</td> <td style="padding: 2px;">Ladysmith Black Mambazo</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="padding: 2px;">Trinidad</td> <td style="padding: 2px;">Calypso</td> <td style="padding: 2px;">Tropical Bird</td> <td style="padding: 2px;">Trinidad Steel Band</td> </tr> </table> <p><b><u>Reading Notation:</u></b></p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <ul style="list-style-type: none"> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> </ul>	Hallelujah from <i>Messiah</i>	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra	Funk	I Got You (I Feel Good)	James Brown	Disco	Le Freak	Chic	Country*	Tradition	Title	Artist/Composer	Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji	South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo	Trinidad	Calypso	Tropical Bird	Trinidad Steel Band	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.          This should include observing phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> <li>• Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>
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<p><b><u>PE -</u></b></p>	<p>Choir and performances –          local care homes, Christmas light switch-ons.</p>																															

## Year 5 Curriculum Coverage

	<p><b>RE – Gospel</b> Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><b>PSHE – Health and Wellbeing:</b></p> <p>H22/H25 Explain the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.). Give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate. Recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not. Explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person. Identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends). Explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image.</p> <p>H23 Identify the variety of roles that people in school, the wider community, online have to help people stay healthy and safe. Explain personal responsibility to report things that mean they or others may not be safe. Explain what will happen if they do seek help. Give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust</p>	<p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p>Resilience (including self-motivation, perseverance and adaptability) Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms Strategies for identifying and accessing appropriate help and support Recalling and applying knowledge creatively and in new situations Identification, assessment (including prediction) and management of positive and negative risk to self and others Making decisions</p> <p>Strategies for identifying and accessing appropriate help and support</p>	<p>Harvest Visits from Matt Beer – Eucharist Church assemblies and worships Alex Wolvers to work with children on new project. Christmas activities</p>
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## Year 5 Curriculum Coverage

<p><b>H24</b>          Recognise situations where mobile phone safety might be compromised          Explain ways they can help keep their phone safe and prevent mobile phone theft          Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)          Identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)          Recognise the importance of managing their own use of their mobile phone</p> <p>Relationships:  <b>R1</b>          Explain how to recognise a wide range of feelings in others          Explain how it feels when others respond appropriately / not appropriately to our feelings          Demonstrate language and strategies to use if not sure how others may be feeling          Give examples of ways we can respond positively to others' feelings</p> <p><b>R7</b>          Explain how someone's actions might have consequences for themselves, family, friends, wider community          Identify the consequences of positive behaviour on themselves and others          Identify the consequences of negative behaviour on themselves and others          Explain the importance of 'stopping', 'taking a step back' and asking 'What if...'</p> <p><b>R12</b>          Explain what we mean by 'negotiation' and 'compromise'          Identify or demonstrate strategies they have seen or used to help resolve disputes between friends, in class and on the playground          Give examples of the attributes and skills that are needed for resolving disputes and conflict</p>	<p>Resilience (including self-motivation, perseverance and adaptability)          Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)          Self-organisation (including time management)          Strategies for identifying and accessing appropriate help and support          Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>Empathy and compassion (including impact on decision-making and behaviour)          Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</p> <p>Resilience (including self-motivation, perseverance and adaptability)          Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)          Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms          Recalling and applying knowledge creatively and in new situations          Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>Resilience (including self-motivation, perseverance and adaptability)          Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)          Empathy and compassion (including impact on decision-making and behaviour)</p>	
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## Year 5 Curriculum Coverage

	<p>Explain 'appropriate' compromise and what it means to them          Explain how negotiation and compromise benefit others as well as themselves          Describe or demonstrate how to give someone useful feedback and support</p> <p>Valuing Difference:          Describe the range of different factors that make up a person's identity          Identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity          Give examples of different types of stereotyping in the media          Explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations          Explain that everyone is equal no matter their identity          Give reasons for challenging stereotypes</p> <p><b>R14/R18</b>          Explain what is meant by prejudice and discrimination          Explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language          Describe the potential consequences of discrimination including how this might make people feel and act          Identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language)          Explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied          Describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against</p> <p><b>R15</b>          Identify the difference between a dare and a 'positive challenge'          Suggest possible reasons for giving 'dares'</p>	<p>Respect for others' right to their own beliefs, values and opinions</p> <p>Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)          Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence          Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)          Discernment in evaluating the arguments and opinions of others (including challenging 'group think')          Valuing and respecting diversity</p> <p>Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)          Empathy and compassion (including impact on decision-making and behaviour)          Respect for others' right to their own beliefs, values and opinions          Discernment in evaluating the arguments and opinions of others (including challenging 'group think')          Valuing and respecting diversity          Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>Resilience (including self-motivation, perseverance and adaptability)          Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</p>	
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## Year 5 Curriculum Coverage

	<p>Identify feelings when giving or receiving a 'dare'          Explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong          Describe or demonstrate steps they can take to manage dares          Identify people to talk to/ where go to for help and advice and demonstrate how to ask for help</p> <p>R21          Recognise that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private)          Describe how the need for privacy changes as they get older (grow from child to teenager)          Recognise that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)          Identify what to do if something that should have been kept private is shared more widely (such as a phone number or password)          Explain that although we have a right to privacy, some things should never be kept secret or private and when this might be</p> <p>Living in the Wider World:          L6          Explain what is meant by anti-social behaviour          Describe the effect that anti-social behaviours can have on emotional as well as physical health and wellbeing          Explain the potential consequences to everyone involved if anti-social or aggressive behaviours continue          Identify how they can respond to or challenge, anti-social / aggressive behaviour          Identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves          Identify appropriate examples of where people can help, advice and support regarding anti-social behaviour</p>	<p>Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms          Strategies for identifying and accessing appropriate help and support</p> <p>Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)          Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms          Strategies for identifying and accessing appropriate help and support          Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>Resilience (including self-motivation, perseverance and adaptability)          Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)          Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms          Strategies for identifying and accessing appropriate help and support          Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	
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## Year 5 Curriculum Coverage

	<p><b>L7</b> Identify the different rights responsibilities, and duties they have in their own lives and how they uphold them Describe what responsibilities, rights and duties look like in local community and the environment Explain how society relies on people carrying out their responsibilities Describe the skills they need to carry out their responsibilities and how to develop these</p> <p><b>L8</b> Give reasons for differences / conflict / falling out between friends and peers Describe feelings someone can experience when they have differences / conflict with others Explain how these feelings might encourage them to behave Suggest alternative strategies they can use to resolve differences (e.g. managing their own state, restorative language, negotiating, agreeing to disagree) Suggest how to help see and respect others' points of view (e.g. putting yourself in their shoes)</p> <p><b>L11</b> Explain that UK is a richly diverse community Recognise that people have migrated to and from the UK for many thousands of years Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this Describe the benefits of living in a diverse society</p>	<p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) Self-organisation (including time management) Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence Identify links between values and beliefs, decisions and actions</p> <p>Resilience (including self-motivation, perseverance and adaptability) Empathy and compassion (including impact on decision-making and behaviour) Respect for others' right to their own beliefs, values and opinions Skills for employability, including Active listening and communication (including assertiveness skills) Team working Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) Leadership skills</p> <p>Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) Empathy and compassion (including impact on decision-making and behaviour) Respect for others' right to their own beliefs, values and opinions Valuing and respecting diversity Identify links between values and beliefs, decisions and actions</p>	
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