

# Year 5 Autumn

## ONLINE SAFETY

### Online relationships

- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult
- I can demonstrate how to support others

### Online bullying

- I can recognise that online bullying can be different in the physical world and can describe some differences
- I can describe how what one person perceives as playful joking and teasing might be experienced by others as bullying
- I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult
- I can identify a range of ways to report concerns and access support both in school and at home in an online bullying
- I can explain how to block abusive users
- I can describe the helpline services which can help people experiencing bullying and how to access them

### Managing online information

- I can explain the benefits and limitations of using different types of technologies and can explain how some technology can lift the information I am presented with
- I can explain what is meant by 'being sceptical' and I can give examples of when and why it is important to be sceptical
- I can evaluate digital content and explain how to make choices about what is trustworthy
- I can explain key concepts including; information review, fact, opinion, belief, validity, reliability and evidence
- I can identify ways the internet can draw us to information for different agendas
- I can describe ways of identifying when online content has been commercially sponsored or boosted
- I can explain what is meant by the term 'stereotype' and how they are amplified and reinforced online and why accepting stereotypes may influence how people think about others
- I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful

### Privacy and security

- I can explain what a strong password is and demonstrate how to create one
- I can explain how many free apps or services may read and share private information with others
- I can explain what app permissions are and can give some examples

### Other areas

- Understand the reasons for age limits on social media

## PE

### Games

Autumn 1 - Rugby

Autumn 2 - Hockey

### Strength and movement

Autumn 1 - Athletics - Throwing and catching

Autumn 1 - Dance

## PHOTOGRAPHY

- Build a single composition with multiple photos and other graphic elements
- Learn how to add photos into Keynote wither by tapping the + button or using split screen to then drag them across
- Hide parts of a photo using instant alpha
- Crop, mask, position, edit and layer remix photos in keynote

## IMOVIE

- Create split screen and picture in picture overlay filters
- Explore different overlay styles
- Add titles whether they can be centred or lower third title based on style of clip
- Shorten a title on a clip by splitting a clip at the point you want the title to end
- Add transitions between 2 different clips
- Just the time of the transition
- Use freeze from and slow motion effects
- Change the speed of a clip
- Add motion to photos by using the Ken Burns effect

## KEYNOTE

- Add a link to an object by tapping it on the canvas
- Add music to accompany a slideshow for a presentation
- Reconfigure the document setup/sizw by choosing between the presets or customising your own
- Adjust layout options
- Create new customised keynote themes and save these for future access

### Table

- Arrange data into ascending or descending for presentation of information within a column by highlighting the column and tapping 'sort'

### Charts

- Interactive chart settings
- Change between navigating using slider and buttons or buttons only

## DT

- Understand the stages of the design process
- Create a textile using a weaving technique
- Use their research into existing products and their market research to inform the design of their own innovative product
- Create prototypes to show their ideas
- Create scaled drawings of designs
- Make detailed evaluations about existing products and their own considering the views of others to improve their work
- Use resists paste and batik to dye fabric
- Begin to learn and explore simple weaving techniques

## ANIMATION

- Build order - you can fine tune your animation sequences further by adding a delay between one section and another

## **PSHCE**

### **Understanding their place in the world**

- Understand how humans are impacted the environment and what we can do to help
- Understand basic human rights and rights of a child
- Understand how rights impact the democracy of the UK
- Show an understanding of the experience or education required to carry out specific jobs
- Show an understanding of the experience or education required to Carry out specific hobs

### **Respectful relationships**

- Look at sexism and what this has looked like over time
- Recognise how sexism can impact peoples lives

### **Safety**

- Understand your body and the importance of keeping yourself safe (PANTS)
- Understand that abuse comes in many forms and who to speak to if you feel unsafe
- To begin to recognise potential dangers in the different situations and know ho to make them and yourself safe
- To learn how to help if someone is bleeding, choking. Suffering an asthma attack, suffering from burn, has a head injury or an allergic reaction
- To know what to do if someone is unresponsive and breathing o r unresponsive and not breathing
- To learn what details are important to give to the emergency services
- To learn why it is important and how to seep the person calm
- Know what is involved in performing CPR and looking at the defibrillator

### **Physical wellbeing**

- Understand how their body changes during puberty and how this relates to personal hygiene
- Explore how sudden changes to the body could be a sign of illness
- Understand how an immunisation worlds
- Recognise allergies and what do do in an emergency
- Understand the need for a balanced diet includes portion size and recommendations for % of type of food
- Be able to plan meals based on this
- Understand BMI and what a healthy weight is
- Know the difference and benefits of aerobic and anaerobic exercise
- To be able to make suggestions on how to improve a lifestyle to ensure a healthy body
- Recognise elements of daily life that impact sleep
- Recognise the changes puberty makes to the body and how personal hygiene should be amended to reflect tithe

### **Mental wellbeing**

- Know why self esteem is important to yourself and others
- Understand how actions and those of others can impact on how others feel and their self esteem
- Understand some of the health risks of poor mental health
- To understand the effect of puberty on your emotions and how this gaffs new emotions
- To be able to judge if how you are behaving is appropriate due to your emotions
- Recognise that people have different triggers and strategies in controlling emotions
- Understand how their behaviour affects others' mental health
- Recognise that a variety of different activities promote mental health and the importance of trying new things
- Understand that your quirks are what makes you special and to be proud of yourself and your body
- Know what self esteem is and who you can discuss this with
- Recognise the importance of tryst when talking about self esteem
- Understand every is different and what helps promote positive self esteem
- Recognise how your actions (intended own otherwise) can offed others' self esteem
- Know who to talk to about self esteem

## **HISTORY**

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - industrial revolution
- Explain and analyse how different periods fit together within and across time periods studied
- Explain the reasons for similarities and differences between different time periods and artefacts
- Use a wide range of historical terminology and vocabulary across different periods of time
- Can explain connections, contrasts and trends over time
- Can critically analyse time periods
- Can draw conclusions from facts or sources and evaluate their reliability
- Can understand and explain why types of sources from different time periods can vary

## **GEOGRAPHY**

- identify the position and significance of latitude, longitude, the prime/greenwich Meridian time zones
- Name and locate counties in middle and southern England and smaller cities of the UK and land use patterns
- Locate the words countries (focusing on commonwealth countries, North and south America)
- Explain how different human and physical features have impacted the geography of the land anyhow this has changed over time
- Compare the similarities and differences between human and physical geography
- Understand a widening range of geographical terms use fieldwork to observe, measure, record human and physical features in the local area using a range of methods
- Use wold maps, atlases and globes and digital/computer

## **ART**

- Understand how to create a cubist drawing to represent object in 3 dimensions
- Artists , architects and designers who use different studied movements and techniques in their work
- Experiment with using layers and overlays to create new colours/textures
- Begin to develop an awareness of scale and proportion in their work
- Explore the use of shading to show objects in 3 dimensions
- Use line tone and shading to represent things seen remembered or imagined in three dimensions
- Use sketchbooks to plan work and develop ideas and techniques

## **SCIENCE**

### **Forces**

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.