



Year 5

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	<p>Promoting resilience and responsibility through group work, presentations and investigations.</p> <p>Exercising imagination through creative writing.</p> <p>Discussing spirituality and religious meanings and symbols through literary texts</p> <p>Peer and self-assessment.</p> <p>Highlighting what others have done well and what can be improved. (reflecting on their experiences)</p> <p>Reading writing aloud and sharing others' strengths.</p> <p>*Teaching literature: poetry, plays, short stories and novels which have moral, spiritual or cultural relevance.</p>	<p>Promoting moral issues and moral dilemmas through literature texts</p> <p>Discussions about literary characters and the decisions they make promote understanding of peoples' behaviour and its consequences.</p> <p>Constant evaluation of lesson contributions and contributions to group work scenarios promote self reflection and consideration.</p> <p>Encompassing drama activities, especially when teaching Shakespeare which role play scenarios of discrimination, unrequited love, conflict and string feelings.</p> <p>Listening to the ideas and thoughts of others during class input. (investigating and offering reasoned views)</p>	<p>Allowing time for partner talk and discussing ideas for writing.</p> <p>Year 5 parents are invited to take part in 'mystery reader', where parents from different religious, ethnic and socio-economic backgrounds read their own chosen story.</p> <p>Children have the opportunities to ask questions and experience different stories which contribute positively to life in modern Britain.</p> <p>Helping pupils to explore how characters resolve conflict in literary texts enables discussions about pupils' own lives.</p> <p>Promoting group work, compassion and empathy skills during everyday lessons.</p>	<p>The specific study of texts, poetry and plays set in other cultures promotes cultural awareness and empathy texts include: The Mysterious Traveller, Cloud Tea Monkeys, Shakespeare, etc.</p> <p>Reading texts written by male and female authors.</p> <p>Teaching spoken language and analysing the language of belonging, accents, dialect etc. promote discussions about public attitudes and responses to language development.</p>
Maths	<p>Encouraging children to show resilience by providing challenges tailored to their ability</p> <p>Praising them for their efforts and encouraging them to continue to aim high.</p> <p>The feeling of excitement</p>	<p>Encouraging children to think critically about numbers and data</p> <p>Supporting children to make reasoned choices about the data they use to make decisions</p> <p>Supporting children to</p>	<p>Encouraging partner work in Maths investigations</p> <p>Guiding children to peer review each other's work, offering constructive comments where necessary</p> <p>Using whole school Maths challenges to engage them in</p>	<p>Using Number Day to explore Maths in new and non-traditional ways</p> <p>Giving children the opportunity to relate Maths to the real world through investigations</p> <p>Showing children that mathematical symbols have</p>

	and delight that students experience when they are able to solve questions they once found difficult or even impossible to solve	explain their reasoning coherently and persuasively. Pupils learn how to organise their work in a systematic way, so that it can be understood by others as well as themselves. They learn to distinguish between the right and wrong ways (methods) of successfully completing tasks. They learn to develop a sense of purpose, through the ability to investigate a hypothesis, consider other viewpoints and ethical issues, discuss their work logically and get their findings and opinions across sensibly.	community activities Pupils investigating different number sequences and where they occur in the real world.	originated in many countries, including the Arabic numbers we use today and Roman numerals. Pupils considering the development of pattern in different cultures including work on tessellations
Science	Opportunities to create a double spread on Stephen Hawking (creativity). Wonder at the vastness of space during this term-long topic. Wonder about what is special in life during life cycles.	Developing curiosity through the use of regular experiments. Considering the impact to the environment of materials. Making choices and decisions when planning investigations.	Teamwork in investigations for example Oreo Cookies moons. Group practical work throughout the science curriculum. Understanding that science has a major effect on the quality of our lives through materials.	Scientific studies by a wide range of men and women including Albert Einstein, Jane Goodall. Environmental issues being central to science including in life cycles and materials.
RE	Encouraging children to actively consider their own spirituality, whether following a specific faith (Sikhism or Christianity) or by simply taking time to reflect on their approaches to life Sharing their experiences of faith, particularly Sikhism and Christianity Exploring symbols of faith and their significance, such as the 5Ks of the Sikh faith	Exploring how faith can promote moral development Give children a forum to safely express and discuss differing approaches to moral questions Encouraging children to consider how their own moral beliefs guide them.	Discussing how religion can bring people from all walks of life together Exploring the idea of religion as a social leveller Highlighting the social benefits of religious organisations, for example charitable work carried out in the name of religion	Hearing from Sikh parents about their faith Learning about the scale of the Sikh community in the UK Considering the experiences of Christians in other countries

	and the cross			
Computing	<p>Allowing children to reflect on how computers can sometimes perform better in certain activities than people</p> <p>Considering how computers can be used for the promotion of good causes</p> <p>Encouraging children to use ICT to search for information on a variety of topics, including those which contribute to spiritual development</p>	<p>Focusing on healthy use of computers</p> <p>Exploring E-Safety and the dilemmas which can be thrown up when using computers</p> <p>Considering the responsibility every computer user has when accessing the Internet</p>	<p>Fostering teamwork through collaborative activities such as stop motion animation</p> <p>Encouraging supportive comments and constructive criticism, through peer reviewing of Scratch games</p> <p>Stressing the need for responsible use of the Internet to ensure positive online communities</p>	<p>Providing children who do not normally have access to computers with a safe place to explore them</p> <p>Giving children opportunities to explore the possibilities of computers</p> <p>Demonstrating that computers can be used for a wide range of purposes and opening the door to creative ideas using computers</p>
Art	<p>2 stars and a wish regularly used as a summary reflection.</p> <p>Plenary of Art Galleries to provide reflection opportunity and appreciation of others.</p>	<p>Making your own choices within art projects - colour and media choices.</p> <p>Review each other's work respectfully.</p>	<p>Collaborate to create pieces of work including Tree of Life.</p> <p>Respect each other's ideas and opinions when talking about each other's work and artists.</p> <p>Develop collaborative, cooperative and teamwork skills through Tree of Life.</p>	<p>Reflect on how cultures are represented</p> <p>Reflect on the ways in which cultures are represented including mehndi designs, french architecture.</p> <p>Explore a range of festivals and celebrations including Mehndi designs.</p>
Design and technology	<p>Creative thinking and innovation inspires students during sewing.</p> <p>Malamander eyes as a topic finisher or starter (fascination of learning).</p>	<p>Discussing use of materials from an ethical viewpoint including sewing, making straw rockets.</p>	<p>Self regulations techniques discussed to support group work in terms of teamwork and safety in using equipment.</p> <p>Encouraging collaborative group talk when working in small groups to maintain a safe and secure learning environment.</p> <p>Conversations about self and peer evaluation - how to give and accept constructive criticism e.g. stars and wishes.</p> <p>Equality of opportunity and an awareness of areas that have gender issues e.g. encouraging boys to sew.</p>	<p>Cultural awareness through projects connecting with our past e.g. french architecture gargoyles, sewing Christmas decorations.</p>
MFL	Children compare beliefs	MFL encourages respect for	Children are encouraged to	Children discuss the French way

	<p>and the way they are celebrated at Christmas and Easter in French speaking countries.</p> <p>They marvel at the beauty of a different language and delight in the differences they can see in the wider world.</p>	<p>others' cultures and languages, and it promotes trust and fairness.</p>	<p>work cooperatively in pairs and groups. Pupils are encouraged to experiment with language and learn from their mistakes. They are given the opportunity to share their opinions, and listen to others'.</p>	<p>of life (eg, cafe life and celebrations) .</p> <p>They explore key events and figures from French history (eg Napoleon, Bastille Day)</p> <p>Children discover what life as a French primary pupil is like through links with our partner school.</p>
Geography	<p>Discussing the value of places such as the rainforest</p> <p>Considering the importance of retaining special places, even if they are ones children will never visit in person</p> <p>Exploring the importance of every facet of our environment</p>	<p>Considering the points of view of different stakeholders in the rainforest - including those who promote deforestation</p> <p>Discussing the need to do the right thing for our environment, even when that is difficult</p> <p>Exploring moral dilemmas involving the environment</p>	<p>Ensuring many opportunities for partner discussion</p> <p>Offering children opportunities to present their views to others</p> <p>Exploring how communities grow and what various members of those communities contribute</p>	<p>Kew Gardens visit allows children to visit an attraction they might otherwise never experience</p> <p>Using a variety of methods to explore geography, some of which children will not have encountered before, including digital maps and satellite photography</p> <p>Providing the opportunity to travel the world from their classroom through lessons on exotic locations such as rainforests, while also highlighting the geography on our doorstep through exploration of our village</p>
History	<p>Encouraging children to think critically and to explore their understanding of history</p> <p>Exploring the differences between life in other eras, while also identifying common threads that are experienced today</p> <p>Sparking their interest in history through enquiry questions</p>	<p>Exploring why people in different eras made the decisions they did</p> <p>Discussing how those decisions have impacted life today - for example, Henry VIII's break with Rome and how it helped to shape modern England</p> <p>Reflecting on crime and punishment in the Tudor and Viking eras and considering whether any of their ideas had merit</p>	<p>Fostering an understanding of the fact that society in the past was shaped by the particular circumstances of the past</p> <p>Considering how the decisions we make today might be viewed by the people of the future</p> <p>Exploring the effect of immigration and invasion on our country, focusing on the Vikings and their impact on its development</p>	<p>Tudor Wow day allows children to interact with a costumed interpreter to 'go back in time'.</p> <p>Using Viking 'artefacts' to bring history to life</p> <p>Encouraging children to engage with history and take themselves back in time by creating their own Viking names and writing Tudor diaries</p>

<p>Music</p>	<p>Children are encouraged to express their delight and curiosity in creating their own sounds. There are regular opportunities where music is used to relax or stimulate so children can think about how music might make them feel.</p> <p>Pupils will write lyrics to a piece of music 'The Lark Ascending' without knowing any information from the piece other than what it sounds like. When finished pupils would look at the poem that inspired the music to see if they interpret the themes the same way.</p> <p>Children are taught key musical skills to enhance their understanding of music and engagement in music making.</p>	<p>Children explore how music can convey human emotions. They learn about the self-discipline required to learn a musical instrument.</p> <p>Pupils will understand the vocal difference between different genres and be able to sing using different vocal techniques.</p>	<p>Children learn to understand how an orchestra works together; the required cooperation and appreciation. Children are given the opportunity to engage with others through music.</p> <p>Children will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.</p> <p>Children learn to play Boomwhackers in a fun, creative and inventive way. Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be.</p>	<p>Children are given the opportunity to learn a musical instrument. Activities provide children with opportunities to listen to music from around the world, appreciating musical expression from different times and places. Children also look at the future of music with music technology.</p> <p>Our Samba drumming course is designed to introduce young people to the music of an exciting and different culture. The sessions teach participants a little bit of the history of Brazilian culture, Samba music and what instruments are used and how to play the basic hits and rhythms</p>
<p>PE</p>	<p>Spiritual education involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics or dance, which allows the pupils to express their feelings and emotions as well as be amazed by what their bodies can achieve. Being aware of their own strengths and limitations. Pupils reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play Pupils learning to handle success and defeat with</p>	<p>Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is Pupils develop their moral stance through developing a sense of fair play and</p>	<p>Social education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and teamwork. Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback</p>	<p>Cultural education in PE means pupils are given the opportunity to learn games from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport. Pupils discovering the role of sport in society Pupils become aware of different cultural attitudes towards aspects of physical activity.</p>

	dignity	positive sporting behaviour as well as reflecting on the need for rules. Supporting others and championing their successes during Sports Day (collaborating with others).		
PSHE	Adapting lessons to real-life contexts for reflection opportunities. It's my body and growing up topics. Impromptu circle times to provide opportunities for reflection. Walk to school week - Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean and Safety.	Listening to the ideas and thoughts of others during class input. Impromptu circle times to discuss behaviour choices.	Together Everyone Achieves More topic. Discussions of other people's viewpoints and providing a safe space to share.	Diverse Britain topic. Lesson looking at and discovering each individual learning style.