



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 5 Summer 2022-2023

WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1 WC 17/04	<p>TEXT TYPE: A MEETING TALE BASE TEXT: This Morning I Met a Whale by Michael Morpurgo</p> <p>Creative hook Reading as a reader Reading as a writer</p>	<p>Statistics Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables</p>	<p>Living Things and their Habitats Introduction to different life cycles</p>	<p>Islam Ramadan Eid Pilgrimage to Makkah</p>	<p>Changing Power of Monarchs Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources.</p>	<p>From farm to Fork Understand where food comes from I have an understanding of the ethical issues around the way in which cattle should be farmed</p>	<p>We are web developers Learn about the school network and how it connects to the Internet</p>	<p>Tennis Strike a ball in a given direction using a forehand technique. Cricket: Able to use different pick up techniques and apply in a game situation.</p>	<p>Introduction to Balinese Gamelan rhythms</p>	<p>Revising opinions.</p>	<p>Relationships I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p>
Wk2 24/04	<p>TEXT TYPE: A MEETING TALE</p> <p>Reading as a writer continued Creating toolkit Boxing up</p>	<p>Shapes Understand and use degrees Classify angles Estimate angles Measure angles up to 180 Draw lines and angles accurately</p>	<p>Living Things and their Habitats Plant reproduction</p>	<p>Transformation Explore Look at pros and cons of transforming energy Transformation Pentecost, the celebration of the Spirit's transforming power. Understand what happened to Cleopas <i>On the road to Emmaus</i></p>	<p>Changing Power of Monarchs Use primary and secondary sources to find out about people from the past - Queen Victoria</p>	<p>From farm to Fork I know what foods make up a balanced diet I know how a recipe can be adapted to make it healthier</p>	<p>We are web developers learn how messages are passed on the Internet</p>	<p>Tennis Strike a ball in a given direction using a forehand technique Cricket: Play a variety of different shots.</p>	<p>Performing Balinese Gamelan rhythms from grid notation and group work to explore different sounds</p>	<p>Music and instruments.</p>	<p>Relationships I understand that belonging to an online community can have positive and negative consequences</p>



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Wk3 01/05	<p>TEXT TYPE: A MEETING TALE</p> <p>Innovated write Children will write a new meeting tale</p>	<p>Shapes Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes</p>	<p>Living Things and their Habitats Plant reproduction- investigation</p>	<p>Transformation Understand the gift of the Holy Spirit for everyone.</p> <p><i>The gift of the Holy Spirit for everyone</i></p>	<p>Changing Power of Monarchs Use primary and secondary sources to find out about people from the past - Queen Elizabeth II</p>	<p>From farm to Fork I know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients</p>	<p>We are web developers Learn how web pages are built of HTML</p>	<p>Tennis Use forehand and backhand groundstrokes within a rally.</p> <p>Cricket: Bowl a ball over-arm using the correct technique.</p>	<p>Identify sounds. Creating, notating and performing rhythm patterns.</p>	<p>Different types of music and give opinions and reasons.</p>	<p>Relationships I understand there are rights and responsibilities in an online community or social network</p>
Wk4 08/05	<p>TEXT TYPE: A MEETING TALE</p> <p>Independent write: Children will write their own meeting tale</p>	<p>Position and direction Read and plot coordinates Problem solving with coordinates Translation</p>	<p>Living Things and their Habitats Life cycle of mammals</p>	<p>Transformation Understand how the fruits of the Holy spirit can transform one's world</p> <p>Saul is transformed by the Holy Spirit</p>	<p>Changing Power of Monarchs Understand the terms 'Empire', 'Commonwealth' and 'Peasantry' in relation to their reigns</p> <p>Explore how their reigns influenced Britain and the wider world.</p>	<p>From farm to Fork Trip to Pizza Express</p>	<p>We are web developers Plan an online safety website</p>	<p>Tennis Hit an under-arm, serve to begin a rally.</p> <p>Cricket: Understand the role of the wicket-keeper and use correct feet and hand movements.</p>	<p>Introduction to the pentatonic scale Improvising / composing using the pentatonic scale.</p>	<p>Describe things by matching gender and numbers to the nouns.(use a dictionary).</p>	<p>Relationships I know there are rights and responsibilities when playing a game online</p>



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Wk5 15/05	<p>PERSUASIVE SPEECH</p> <p>Creative hook Reading as a reader Reading as a writer</p>	<p>Position and direction Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines</p>	<p>Living Things and their Habitats</p> <p>Metamorphosis</p>	<p>Transformation Understand how the Holy Spirit can help us live better lives.</p> <p><i>Transformed by the Holy Spirit</i></p>	<p>Changing Power of Monarchs Study the Empire and the Commonwealth . Understand the positive aspects of the British Empire and Commonwealth . Discuss and consider that there have also been negative aspects to this through history.</p>	<p>From farm to Fork I know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients</p>	<p>We are web developers</p> <p>write pages for a website</p>	<p>Tennis Hit an under-arm, serve to begin a rally.</p> <p>Cricket: Implement bowling and batting tactics to benefit a team's performance.</p>	<p>Improvising / composing using contrasting tempo and dynamics. Notating scores.</p>	<p>What instrument do you play?</p>	<p>Relationships I can recognise when I am spending too much time using devices (screen time)</p>
Wk6 22/05	<p>PERSUASIVE SPEECH</p> <p>Reading as a writer continued Creating toolkit Boxing up</p>	<p>Decimals Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal place</p>	<p>Living Things and their Habitats</p> <p>Consolidation</p>	<p>Respond Remembering, celebrating and responding to transforming energy and that Pentecost is the celebration of the Spirit's transforming power</p>	<p>Changing Power of Monarchs Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>	<p>From farm to Fork</p> <p>Make Bolognese sauce</p> <p>Create labels and market product</p>	<p>We are web developers</p> <p>add links and media to a website</p>	<p>Tennis Develop tactics to win points.</p> <p>Cricket: Use the appropriate techniques learnt in a game situation.</p>	<p>Structuring ideas into Ternary form. Notate, read and follow a score.</p>	<p>Writing AFL.</p>	<p>Relationships I can explain how to stay safe when using technology to communicate with my friends</p>
HALF TERM											
Wk 7 05/06	<p>PERSUASIVE SPEECH Innovated write:</p>	<p>Decimals Subtracting decimals with the</p>	<p>Animals including humans</p>	<p>Freedom & responsibility Explore- To understand how</p>	<p>Eco Micro-Society Create a mini society within</p>	<p>Design for a purpose Coat of Arms</p>	<p>We are VR designers</p>	<p>Athletics To move in a variety of different ways</p>	<p>Exploring Kisne Banayaa and the swar, Indian classical scale.</p>	<p>Asking and saying which instrument you play.</p>	<p>Changing me Self and Body Image</p>



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	Children will write a persuasive speech titled <i>Save the Whale</i> .	same number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences	<i>Able to describe the changes as humans develop from birth to old age</i>	emotions can affect our behaviour	each class, where we collaboratively decide how it is run and develop our democracy and enterprise skills.	After learning about how the coat of arms originated and how they are used today, children create a design of their own.	explore familiar and unfamiliar locations in VR using Google Street View	with control, balance and speed. Basketball Stop in the 'triple threat' position. Decide whether to pass, dribble or shoot when in the 'triple threat' position.			I am aware of my own self-image and how my body image fits into that.
Wk 8 12/06	PERSUASIVE SPEECH Independent write: Children will write a persuasive speech to deliver to the HT and governors to persuade them to become an eco-friendly school by Reducing, Reusing and Recycling.	Negative numbers Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference	Animals including humans <i>Research – How long are the gestation periods of different animals</i>	Understand how the Ten Commandments were given to Moses. <i>The giving of Ten Commandments</i>	Eco Micro-Society Create a mini society within each class, where we collaboratively decide how it is run and develop our democracy and enterprise skills.	Design for a purpose Designing Spaces Working to a specific brief, children work collaboratively to create a design for an empty room.	We are VR designers create a 360° photo and import it to Google Maps	Basketball Dribble the ball with control using both hands. Protect the ball from defenders when dribbling. Athletics Develop flexibility, strength, technique, control and balance in the context of sprinting in athletics-sprint start.	Learn the melody of Kisne Banayaa and awareness of sharp # notes	Song - I am the music man.	RSE scheme Identify social and emotional changes and how they might present themselves within friendships.



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Wk 9 19/06	TEXT TYPE: Information – Non-chronological report Creative hook Reading as a reader	Converting units Kilograms and kilometres Millimetres and millilitres Convert units of length	Animals including humans SRE	Understand Jesus’ teachings on the Ten commandments <i>Greatest Commandment – love God and love others.</i>		Design for a purpose Changing Spaces Children use cut out shapes to help them experiment and develop their design ideas.	We are VR designers record book reviews, and link them to books using QR codes.	Basketball Send a ball using both chest and bounce passes. Athletics Use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics.	Progression snapshot – Hey Ho Nobody Home as a 4 – part round	The verb to play =tocar conjugation= Toco, tocas, toca, tocamos, tocáis, tocan.	Design an A5 pamphlet with advice for others e.g. seeking support, coping strategies, promoting positive mental health
Wk 10 26/06	TEXT TYPE: Information – Non-chronological report Reading as a writer continued Creating toolkit Boxing up	Converting units Convert between metric and imperial units Convert units of time	Animals including humans SRE	Understand that God gives us freedom to make choices responsibly <i>Using Freedom for good</i>	Eco Micro-Society Create a mini society within each class, where we collaboratively decide how it is run and develop our democracy and enterprise skills.	Design for a purpose What’s in a name? Pupils are given a word as a product name, which they then devise a product idea for.	We are VR designers Introduction to CoSpaces	Basketball Shoot a ball at a target in a competitive situation. Work collaboratively between teams. Athletics Develop flexibility, strength, technique, control and balance in the context of the standing vertical jump.	Creating an accompaniment for Kisne Banayaa	Learning to give reasons with 'porque'=beca use.	Discuss the physical changes that take place during puberty-including menstruation and ovulation.



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Wk 11 03/07	TEXT TYPE: Information – Non-chronological report Innovated write	Volume Cubic centimetres Compare volume Estimate volume Estimate capacity	Animals including humans SRE	Recognise that Jesus wants us to live and follow Him in a certain way <i>The Beatitudes</i>	Eco Micro-Society Create a mini society within each class, where we collaboratively decide how it is run and develop our democracy and enterprise skills.	Design for a purpose Adverts Children create and then present a pitch to sell their product.	We are VR designers create a scene in CoSpaces	Basketball Employ attacking and defending tactics in a game situation. Work well as part of a team. Athletics Develop flexibility, strength, technique, control and balance in the context of throwing for distance.	Consolidating all dimensions of music through songs: pulse, rhythm, pitch, dynamics, texture, timbre, tempo & structure.	Creating own song/rap.	Celebrate the joy of growing physically and spiritually.
Wk 12 10/07	TEXT TYPE: Information – Non-chronological report Independent write: Children will write their own report on an endangered animal.	Consolidation of work	Animals including humans SRE	Respond Remembering, celebrating and responding to the understanding that freedom involves <i>responsibility and God's rules for living freely and responsibly – the Commandments</i>	Eco Micro-Society Create a mini society within each class, where we collaboratively decide how it is run and develop our democracy and enterprise skills.	Design for a purpose Creative/Free choice style lesson-evaluate the unit	We are VR designers Write a program to control a VR or AR object in CoSpaces	Basketball Work as a team to employ attacking and defending tactics. Work collaboratively between teams. Athletics Apply athletics techniques in a competition environment.	Consolidating all dimensions of music through songs: pulse, rhythm, pitch, dynamics, texture, timbre, tempo & structure.	Performing (Speaking AFL).	Exploring different aspects of human love e.g. parental love, romantic love, selfless love, affectionate love, sexual love.



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Subject and Topic	Key Skills	Key Knowledge
Religious Education	<p>Give reasons for the actions of Cleopas on the road to Emmaus and for religious actions and symbols connected with Pentecost.</p> <p>Make links between scripture and God’s gift of the Holy Spirit and forgiveness.</p> <p>Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.</p> <p>Show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians.</p> <p>Make links to show how feelings and beliefs about the use of transforming energy affects our behaviour and that of others.</p> <p style="text-align: center;">**</p> <p>Make links to show how feelings and beliefs about the relationship of freedom and responsibility affect your behaviour and that of others.</p> <p>Compare your own and other people’s ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.</p> <p>Show how your own and others’ decisions about freedom and responsibility are informed by beliefs and values.</p> <p>Describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others.</p> <p>Islam Exploring Islam as a religion. Explore how Muslims prepare for Ramadan, Eid. Describe the importance of fasting.</p>	<p>Name the fruits of the Holy Spirit. Retell the story of Cleopas. Know that we and the world we live in is full of energy which can be transformed to good use for us and the natural world.</p> <p style="text-align: center;">***</p> <p>Know how Ten Commandments were given to Moses. Know what it means to be responsible. Recall times when you had to follow rules for your own good and others. State how freedom and responsibility are linked together. Know the importance of the Sacrament of Reconciliation in mending our relationships with God and others.</p> <p>Islam Know what the Qur’an is. Understand the need for fasting. Describe the charity during Ramadan.</p>
Science	<p>Observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Compare the life cycles of plants and animals.</p> <p>Compare how different animals reproduce and grow.</p>	<p>Learn about the changes experienced in puberty. Learn about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Describe the changes as humans develop to old age.</p>



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	<p>Draw a timeline to indicate stages in the growth and development of humans.</p> <p>Research the gestation period of other animals and compare them with humans.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	
History	<p>Differentiate between different types of historical sources.</p> <p>Compare the reigns of different monarchs.</p> <p>Explore and name the advantages and disadvantages of the British Empire.</p>	<p>Understand that a knowledge of the past is constructed from a range of sources.</p> <p>Describe different types of historical sources.</p> <p>Understand the terms 'Empire', 'Commonwealth' and 'Peasantry' in relation to the reigns of different monarchs.</p> <p>Know how the British Empire contributed to African slavery.</p>	
Geography	<p>Make money choices.</p> <p>Work effectively within a mini-society demonstrating good teamwork.</p> <p>Effective communication- including active participation and listening.</p> <p>Solve problems (which may include money problems).</p> <p>Critical thinking when coming up with ideas and when problems occur.</p> <p>Collaboration and sharing ideas effectively.</p> <p>Leadership when working within a group.</p> <p>Practise being responsible for managing their own money.</p>	<p>Understand what a society needs to have.</p> <p>Understand law, democracy and trade.</p> <p>Understand the value of money.</p> <p>Understand key financial terminology.</p> <p>Understand how to manage and use money in an increasingly digital or cashless society and how to keep money safe.</p> <p>Recognise how using a bank account keeps money safe and can help them save.</p> <p>Know how to keep track of their money, and set and stick to a budget.</p> <p>Understand some of the ways to manage money.</p>	
Computing	<p>Add content to a web page.</p> <p>Explore real-world and imagined locations in VR.</p> <p>Create 360° photosphere images.</p> <p>Link physical objects to digital content using QR codes.</p> <p>Create their own VR scene.</p>	<p>Know how information is passed between the components that make up the Internet.</p> <p>Understand what the source code for a web page looks like (e.g. html) and how it can be edited.</p> <p>Learn how a website can be structured.</p>	
Art	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	



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	<p>Improve their mastery of art and design techniques. Design purposeful, functional, appealing products for themselves and other users. Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>
Design & Technology	<p>I know how a recipe can be adapted to make it healthier. I can use keywords to research for alternative ingredients for a well-known dish. Based on my research I can suggest healthy substitutions and additions to a recipe. Adapt a traditional recipe. Complete a food product. I can use equipment safely, including knives, hot pans and hobs. I can carefully follow a method to make a recipe. I know how to chop an onion. I can design appealing packaging that reflects my recipe.</p>	<p>Understand where food comes from. Know that beef is the name of meat from cattle (cows). I know how beef is reared and processed. I have an understanding of the ethical issues around the way in which cattle should be farmed. Understand the term 'healthy'. I know what foods make up a balanced diet. I know that the nutritional value of a recipe can change if you remove, substitute or add additional ingredients. I can calculate and compare two adapted Bolognese recipes using a nutritional calculator. Based on this information I can decide which recipe is healthier. I can write an amended method for my recipe to incorporate the relevant changes to ingredients. I know how to avoid cross-contamination.</p>
Physical Education	<p>Tennis Demonstrate correct technique for forehand and backhand. Swing and follow through. Using the ready position in a game. Directing the ball to move the opponent.</p> <p>Basketball Physical: power and endurance, eye-hand coordination, strength, agility, pivoting. Social: working safely, sharing ideas, patience, teamwork, fair play.</p>	<p>Tennis Understanding court position. Which hand should go at the bottom of the racket? Which side of the body do you hit a backhand from? How will you align your body to help you hit in a certain direction?</p> <p>Basketball Explore basketball and its rules. Know the correct passing/shooting technique.</p>



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	<p>Thinking: Providing feedback.</p> <p>Athletics</p> <p>Perform a vertical jump</p> <p>Use the correct throwing technique</p> <p>Running for speed</p> <p>Running for distance</p> <p>Perform fundamental movement skills</p> <p>Sprinting</p> <p>Endurance running</p> <p>Demonstrate power in take-off.</p> <p>Jumping for height</p> <p>Throwing</p> <p>Cricket</p> <p>Play a range of shots, appropriate to where the ball lands</p> <p>Bowl a ball over-arm at a target</p> <p>Attempt to play a range of different shots</p> <p>Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p>	<p>Develop an awareness of strength and flexibility when dribbling a ball.</p> <p>Know how to attack and defend.</p> <p>Discuss the different types of passes in basketball.</p> <p>Discuss the different stops - jump and stride.</p> <p>Know how they can better their performance and work well as a team.</p> <p>Athletics</p> <p>Know the difference between running for speed and running for distance.</p> <p>Know the difference between the fundamental movement and sport specific skills</p> <p>Recognise fundamental movement skills</p> <p>Explain the difference between endurance running and sprinting</p> <p>Differentiate between different throwing techniques.</p> <p>Cricket</p> <p>Know the key points when batting, bowling and fielding.</p> <p>Play games effectively, reading situations and responding quickly</p> <p>Use a range of tactics for attacking and defending as batters, bowlers and fielders</p> <p>Identify their own and others' strengths and devise practices that lead to improvement</p>
Music	<p>Continue to use the elements expressively in performances and composition with good control and awareness of effect.</p> <p>Continue to use appropriate musical vocabulary to describe the use of musical elements in a wide range of music.</p> <p>Begin to combine rhythm and pitch notation using a simplified stave to compose and perform short melodies using a limited range of pitches.</p> <p>Sing and play songs which use major / minor / pentatonic scales and begin to identify them aurally.</p> <p>Recognise aurally difference in pitch between bigger and smaller intervals / jumps.</p> <p>Identify aurally well-known musical 'styles' which are partly defined by how the pulse is grouped (e.g. march, waltz, lullaby, reggae).</p> <p>Improvise and compose pieces and accompaniments using given structures and devices.</p>	<p>Rhythm can be represented using written notation of different kinds.</p> <p>Pitch can be represented using various forms of notation including graphic scores and the western stave.</p> <p>Melodies are constructed using a variety of pitched patterns called scales – each has its own distinct sound and musical characteristics (e.g. major / minor / pentatonic).</p> <p>Pitches can be raised or lowered using sharps # and flats <i>b</i>.</p> <p>Pulse can be grouped in different ways (metre).</p> <p>Musical ideas can be improvised, fixed and organised in different ways.</p>



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Spanish	Listening, reading, speaking/singing and writing. Recognising feminine and masculine nouns, singular and plural. Using adjectives to describe nouns. Adjectival agreement.	Learn different Instruments and music in Spanish. Use of the dictionary. Create your own song.	
PSHE & Relationships, Sex Education	Compare how different animals reproduce and grow. Draw a timeline to indicate stages in the growth and development of humans. Research the gestation period of other animals and compare them with humans. Exploring different types of families. Different types of love.	Describe the changes as humans develop to old age. 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. Know what it means to grow socially, emotionally and spiritually. Understand that not all families are the same (consisting of a man and a woman). Describe different types of love.	