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Year 5 Curriculum Overview
The British International School Casablanca



Year 5 English	Autumn 1 Stories From Different Cultures and Narrative Poetry	Autumn 2 Explain It To Me	Spring 1 Recounts and Poems by Significant Poets	Spring 2 Classic Literature	Summer 1 Playscript/Book/Film of the same Story + Stories Developed into Films	Summer 2 Persuasive Texts
Curriculum Content	Explore tales from a range of cultures, looking at how storytellers pass them down across generations and the narrator viewpoint shapes the narrative. Practise scanning texts to answer questions. Write culturally inspired stories focusing on paragraph structure, complex sentences, and accurate pronoun usage. Analyze how narrative poems use structure, rhythm, and language choices to convey mood and tell stories. Extract explicit information from poems and translate them into factual accounts. Write original narrative poems, carefully choosing figurative language and handling polysyllabic words with silent vowels, before adapting performances for target audiences.	Investigate non-fiction explanation texts to understand how visual cues, organizational structures, and formal language clarify complex processes. Study different types of nouns and how quantifiers apply to countable and uncountable nouns. Write and present clear explanations using multi-clause sentences, connectives, subheadings, and diagrams.	Explore non-fiction recount texts like diaries, biographies, and news reports, examining how language changes between formal standard English and informal register based on purpose and audience. Practise using indices efficiently. Write formal recounts and news reports using multi-clause sentences, accurate apostrophes, and comparative and superlative adjectives. Discover classic poems and poetry media, exploring how historical context, figurative language, and performance shape reader responses. Build vocabulary with homonyms and intensity-focused comparative and superlative words. Create and present original poems using deliberate line breaks, rhyming couplets, and figurative imagery.	Study noteworthy classic children's literature, analyzing how authors build settings, develop character relationships, and construct implicit and explicit meaning. Explore idioms and spelling rules for suffixes and double consonants. Write complete short stories experimenting with dialogue, action, or descriptive openings.	Compare scripts, novels, and screen adaptations to understand how dramatic conventions, stage directions, and non-verbal actions convey narrative. Practice succinct note-taking to write concise news scripts. Adapt traditional folk tales into complete playscripts featuring formal stage directions, character lists, and colons. Evaluate how characters and settings are adapted between books and films, using skimming and scanning to locate implicit clues and character traits. Explore pronunciation rules for irregular letter strings and master direct versus reported speech punctuation. Write original scenes introducing new characters from specific viewpoints.	Examine persuasive non-fiction texts like advertisements and campaign letters to analyze rhetorical devices, imperative verbs, and modal verbs. Evaluate how writers link ideas logically to build strong arguments. Draft, edit, and deliver persuasive promotional pieces and balanced point-of-view letters tailored to specific target audiences.
Assessment	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress test and end of unit tests.	End of Year Exam: Cambridge Progression Style Test (Reading and Writing); GL Assessment

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Year 5 Mathematics	Autumn 1 Place Value and Addition/Subtraction	Autumn 2 Multiplication, Division, and Understanding Fractions	Spring 1 Multiplication, Division, and Working with Fractions	Spring 2 Shapes and Statistics	Summer 1 Angle Geometry, the Cartesian Plane, and Decimals	Summer 2 Negative Numbers, Mensuration, and Volume
Curriculum Content	Place Value reading, writing, comparing, ordering numbers (up to 1,000,000), rounding to nearest 10/100/1,000, use of Roman numerals. Addition & Subtraction formal written methods (column addition/subtraction) with larger numbers, checking via inverse operations or estimation, multi-step word problems.	Multiplication & Division A Factors, multiples, common factors, prime numbers, square & cube numbers, multiplying by 10 / 100 / 1000. Fractions A Equivalent fractions, improper ↔ mixed, comparing & ordering fractions, addition & subtraction of fractions (same and different denominators), including mixed number addition/subtraction.	Multiplication & Division B More formal methods – e.g. multiplying up to 4-digit × 1- or 2-digit numbers, short division (“bus stop”), division with remainders; applying to problem solving. Fractions B Multiplication of fractions (and mixed numbers) by integers; finding fractions of amounts; linking with proportional reasoning. Decimals & Percentages Connecting fractions, decimals, and percentages; place value of decimals (tenths, hundredths, thousandths), comparing & ordering decimals, converting between forms, rounding.	Perimeter & Area Measuring and calculating perimeter (including composite rectilinear shapes), area of rectangles and composite shapes (and relating to multiplication of side lengths). Statistics Interpreting data in tables and graphs, two-way tables, timetables, line graphs, interpreting and constructing.	Shape / Geometry Identifying angles (angles at a point, on a straight line), measuring with protractors, drawing and measuring lines & angles, properties of polygons (regular/irregular), reasoning about 3D shapes. Position & Direction Using coordinates (first quadrant), translations, reflections, symmetry, plotting and interpreting geometric transformations. Decimals (further work) Addition/subtraction of decimals (same/different decimal places), multiplying & dividing decimals by 10, 100, 1000, combining with whole numbers etc.	Negative Numbers Introduction to negative integers, ordering, finding differences, operations through zero. Converting Units Converting between metric units (mm, cm, m, km; g, kg; ml, l), time conversions, dealing with mixed units. Volume Understanding cubic units, estimating and comparing volume / capacity, calculating volume of cuboids (using length × width × height).
Assessment:	Progress test and end of unit tests.	Progress tests and whole-term summative assessment	Progress test and end of unit tests.	Progress tests and whole-term summative assessment	Progress test and end of unit tests.	Progress tests and whole-year summative assessment

Year 5 Science	Autumn 1 Plants	Autumn 2 Materials	Spring 1 Forces	Spring 2 Animals	Summer 1 Waves	Summer 2 Planet Earth
Curriculum content	This unit covers all aspects of flowering plants: parts and functions, life cycle including	This unit covers aspects of materials, states of matter, changes of state and	In this unit , learners will identify a range of forces (limited to gravity, applied	Learners will explore the human digestive system, including the functions of the	This unit covers sound and how it moves through a medium, such as air or water,	The first part of this unit covers the Earth's place in the Solar System and how the orientation

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	pollination and germination, seed and fruit production, and dispersal. Learners then study the features of plants that attract pollinators, how seeds disperse and how plants are adapted to survive in different environments. Learners will observe the stages of the life cycle of real flowers and plants in the classroom and in their natural environment .(or secondary sources of information can be used, e.g. online video clips).	dissolving. It uses water as the main example. Learners will understand the particle model as a method to describe different states and learn about the processes involved in materials changing state. They will investigate how some dissolve in liquids, and be separated again, relating this to real life experiences.	forces, normal forces, upthrust, friction, air resistance and water resistance) Know that an object may have multiple forces acting upon it, even when at rest. Use force diagrams to show the name and direction of forces acting on an object. Know that forces act over a distance between magnets, and between a magnet and a magnetic material. Know the difference between a magnet and a magnetic material. Know that magnets can have different magnetic strengths.	organs involved (limited to mouth, oesophagus, stomach, small intestine, large intestine and anus), and know that many vertebrates have a similar digestive system Know that animals, including humans, need an adequate, balanced diet in order to be healthy. Describe how animals are adapted to environments that are hot, cold, wet and/or dry. Describe the common adaptations of predator and prey animals.	and is caused by vibrations at the sound's source. Learners will begin to associate sound to the scientific idea of waves. Learners will investigate making sounds and how the pitch and volume can be changed. Learners will have opportunities to ask scientific questions, choose equipment when doing an experiment and identify patterns in results.	and orbit of the Earth affect the climate and seasons. Learners will also research satellites and their place in the Solar System. The second part of the unit covers processes of evaporation and condensation on Earth: the importance of our atmosphere and how the water cycle ensures the survival of living things. Learners will be introduced to a definition of the term 'pollution' and research the negative impact humans have on our environment.
Assessment	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress test and end of unit tests.	Progress tests and whole-year summative assessment

Year 5 Humanities	Autumn 1 Tree of Life/Rainforests	Autumn 2 Ancient Mayan Civilisation	Spring 1 Rivers and the Water Cycle	Spring 2 Vikings	Summer 1 Global Resources: Energy, Water & Food	Summer 2 Casablanca: Our Local Environment & Fieldwork
Curriculum Content	Enquiry Question:Why is the Amazon called the 'Lungs of the Earth', and can it survive without its layers? Key Content: Main physical and human features of rainforests. Environmental issues	Enquiry Question: How did the Maya live and thrive in the tropical rainforest? Key Content: Maya origins and city-states of Mesoamerica Location and environment: rainforest climate and landscape	Enquiry Question: How do rivers shape the land and support life? Key Content: Features of a river from source to mouth The water cycle (evaporation, condensation, precipitation)	Enquiry Question: Raiders or settlers — what were the Vikings really like? Key Content: Viking raids, invasions, and settlements Life in Viking Britain and Norse culture	Enquiry Question: Will the world ever run out of resources, and how do we share them? Key Content: The global distribution of natural resources (mineral, energy, water, food).	Enquiry Question: How does our school neighborhood function, and how can we map Casablanca's changing urban landscape? Key Content: Map Skills: Locating Casablanca, the school, and students' homes using digital maps, satellite

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	(deforestation, climate change) compared with local surroundings. Gathering, collecting, and recording geographical data to answer questions. Key Skills: Observe, describe, and compare physical and human features. Investigate and record geographical data. Analyse environmental issues and communicate findings clearly.	Daily life in Maya society: roles, food and farming Beliefs, gods and religious ceremonies Maya achievements: writing, calendars and astronomy Farming, land use and the impact on the rainforest The decline of Maya cities and what historians think happened Key Skills: Cause and consequence in the growth and decline of Maya civilisation Using evidence from archaeology, inscriptions and artefacts Understanding how geography and climate shaped Maya life Interpreting different historical explanations for Maya decline Comparing Maya society with other ancient civilisations or Britain at the same time	River uses, flooding, and human impact Study of a local river (fieldwork opportunity) Key Skills: Using OS maps, symbols, and keys Conducting geographical fieldwork Explaining physical processes and human interaction	Conflict and cooperation with the Anglo-Saxons Legacy of Viking place names and language Key Skills: Cause and consequence in historical events Use of evidence to challenge stereotypes Understanding continuity and change	The concept of supply chains and how countries depend on each other. Case studies on water scarcity (e.g., the Nile or Colorado River disputes). Sustainable development goals and managing consumption. Key Skills: Interpret and create complex thematic world maps. Analyse the geopolitical relationship between resource wealth and economic power. Evaluate sustainability initiatives using economic and environmental data.	imagery, and physical street maps. Grid References & Keys: Introduction to 4 and 6-figure grid references and creating bespoke keys for local urban mapping. Human vs. Physical Features: Identifying local land-use zones around the school (residential, commercial, green spaces, transport hubs). Fieldwork Investigation: Conducting a local environmental quality survey, traffic/pedestrian counts, or a litter/green-space analysis within the school surroundings. Key Skills: Navigate and Locate: Use 4 and 6-figure grid references, compass directions, and scale bars to analyze local maps. Collect Primary Data: Design and use tally charts, questionnaires, and environmental scoring sheets to gather data outside the classroom. Analyze and Present: Transfer fieldwork data into appropriate digital or hand-drawn charts, graphs, and annotated maps. Evaluate and Propose: Write a geographical report proposing improvements to the local environment based on findings
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Assessment	Progress test and End-of Unit assessments.	Progress test and End-of Unit assessments.	Progress test and End-of Unit assessments.	Progress test and End-of Unit assessments.	Progress test and End-of Unit assessments.	Progress test and Final Assessment covering all topics
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Year 5 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content Beginners	Beginners Students revise classroom instructions, school objects, personal information and means of transport. They learn to talk about the days of the week, describe someone's physical appearance and clothes, and express wishes using <i>Je voudrais</i>.	Students learn vocabulary related to the house, rooms and furniture. They describe where people and objects are using prepositions of place. They also learn numbers from 20 to 60, talk about birthdays and celebrations, and use <i>ce, cet, cette</i> and <i>ces</i>.	Students learn to tell the time and describe their daily routine using reflexive verbs. They talk about the weather and express feelings and physical needs using expressions such as <i>J'ai faim, J'ai froid</i> and <i>J'ai mal à...</i>	Students learn vocabulary for places in town and their functions. They ask for and give directions, describe locations, give their address and ask about prices. They also learn numbers from 70 to over 100.	Students learn vocabulary related to food, drinks, breakfast and ingredients. They express their preferences, talk about quantities and understand a simple recipe. They also use the near future to talk about their plans.	Students learn to talk about holidays, destinations, seasons, dates and means of transport. They write a simple postcard, ask questions about a trip and describe their holiday plans and preferences.
Curriculum Content intermediate	Students will explore the theme of going back to school through reading and comprehension activities. They will expand their vocabulary and improve their phonics skills whilst learning about sentence structure, punctuation, verbs and tenses in the past, present and future. They will also practise using vocabulary related to time and develop their writing skills through simple sentences and vocabulary activities.	Students will explore the theme of the city through reading and comprehension activities. They will expand their vocabulary and improve their phonetic skills whilst learning singular and plural forms, nouns and determiners, verb conjugation and the present tense. They will also practise alphabetical order, common nouns and proper nouns, punctuation and agreement, whilst developing their writing skills by constructing sentences and writing a short story.	This term, students will explore traditional tales through a comic strip and a classic story. They will develop their reading, comprehension and phonics skills whilst learning subject-verb agreement, masculine and feminine nouns, and the present tense of key verbs such as 'être', 'avoir', 'aller', 'venir', 'dire' and 'faire'. They will also practise alphabetical order and accents, and develop their writing skills by creating dialogues and bringing the characters in a story to life.	During this term, students will explore the five senses through informative texts. They will develop their reading, comprehension and phonics skills whilst learning about pronouns, adjectives, verb agreement in the present tense, the future tense and the plural. They will also learn how to use a dictionary and recognise antonyms, and will develop their writing skills by describing characters and writing short informative texts.	This term, students will explore the theme of laughter and reflection through plays. They will develop their reading and comprehension skills whilst learning about adjective agreement, affirmative and negative sentences, the future tense of the verbs 'to be' and 'to have', and the past perfect tense. They will also work on synonyms and how to use a dictionary, and will improve their writing skills by creating a character profile and	During this term, students will explore the theme of oral expression and development through an illustrated story. They will develop their reading and comprehension skills whilst learning to describe and recount events using various sentence elements. They will practise the past simple, the past continuous, word meanings, word families, plurals and agreement. They will also develop their writing skills by writing a letter, creating an invitation and making a poster based on a text.
Advanced	Students explore the world of fairy tales and learn to identify nouns and determiners. They study the present tense	Students study comic strips and learn about subject-verb agreement. They study the conjugation of first-group verbs	Students study novels and learn about agreement within the noun phrase as well as the imperfect tense	Students work on informative texts and learn to distinguish between affirmative and negative sentences, as well as	Students explore poetry, work on the future tense conjugation of irregular verbs, and study the feminine form of	Students study theater as a literary genre and learn about the <i>passé composé</i> (past tense) as well as the homophones <i>a/à</i>,

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	conjugation of first-group verbs (-er) as well as a few irregular verbs. They apply all the skills acquired to write the beginning of a fairy tale.	(-er) and irregular verbs in the imperfect tense (l'imparfait). In their writing activities, they will apply these skills to write mini-dialogues.	(l'imparfait) of irregular verbs (<i>faire, dire, aller</i> , etc.). In their writing activities, they learn to reconstruct a story.	the future tense conjugation of first-group verbs (-er). They learn to identify the components of an informative text and to write a section of one.	nouns and adjectives. In their writing activities, they will compose mini-poems.	<i>et/est</i> , and <i>son/sont</i> . They will practice writing mini-plays.
Assessment	Formative assessment	Listening and reading tests	Speaking and writing tests	Reading and writing tests	No formal assessment	Final exam (whole curriculum)

Year 5 Arabic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content BEGINNERS AND INTERMEDIATE	Topics: Introducing myself Likes and dislikes The alphabet, numbers, days of the week, colours Describing yourself and someone else Grammar: - letters of the alphabet - parts of the word - reading the word	Topics: Talking about daily routine, school subjects and opinions expressing simple preferences with phrases like <i>J'aime</i> and <i>Je n'aime pas</i> , telling time Grammar: - letters of the alphabet - parts of the word - reading the word	Topics: Talking about family members, Pets and colours Physical description Describing personality Rooms of the house Activities around the house Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Topics: Learn about Types of Greens and Fruits Names of Greens and Fruits Colors of Fruits and Greens Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Topics: Learn about Farm animals Forest animals Baby animals And what does each animal produce Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure	Topics: Learn about the city and transportation Air transportation Sea transportation Land transportation Importance of transportation modes Pros and cons of transportation modes Grammar: - letters of the alphabet - parts of the word - reading the word - sentence structure
ADVANCED GRAMMAR	Grammar: - Arabic alphabet - Parts of speech - Reading the word and the sentence.	Grammar: - Parts of speech - The past tense verb - The present tense verb - The imperative verb	Grammar: definite article <i>Al-</i> . Words ending with the open <i>tā'</i> (ت) or the tied <i>tā'</i> (ة). Demonstrative and relative pronouns: <i>who / which / that</i> → <i>الذي / التي / اللذان / اللتان</i>	Grammar: Demonstrative pronouns: <i>this / that / these / this (feminine)</i> → <i>hādhā / dhālika / hādhāni / hā'ulā'i / hādhīhi</i> Words ending with an extended alif (أ).	Grammar: Words ending with an extended <i>alif</i> (أ). Transformation according to singular pronouns. Transformation according to dual pronouns. Verbal sentences.	Grammar: Hamza of onset (Hamzat al-Qat') / Hamza of connection (Hamzat al-Wasl) Transformation according to plural pronouns.

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Assessment	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress and End-of Unit assessments.	Progress tests and whole-year summative assessment
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Year 5 ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Computer systems: Storage devices: - Storage units - Primary Storage/ Secondary Storage - Cloud Storage/ Google drive Online Safety and security: - Powerful Passwords	Game creator: - Setting the scene - Creating the Game Environment - Creating the Game Quest - Finishing and Sharing - Evaluation	Webpage Design: - 'A Good Webpage' - Webpage layout - How does it look? - Navigation Paths & Hyperlinks Online Safety and security: - Spam	3D Modelling: - 2D to 3D - Add detail to 3D drawings - Create a complex 3D model Radio Station: - Using "Audacity" software - Jingle - Advertising	Coding: - Coding efficiently - Simulating a Physical System - Decomposition and Abstraction Scratch Developing Games: - Maze Game - Adding effects - Splat Game - Scoring and levels Online Safety and security: - Viruses	Strategic Searching Online: - Using search engine - Using Boolean Operators - Web Crawlers and Web Indexing Quizzing: - Exploring Quizzes - Additional quiz features - Creating a quiz - Completing, debugging and testing quizzes
Assessment	Assessment: Oct 2024	Design / evaluation of project: Dec 2025	Design / evaluation of project: Feb 2026	Design / evaluation of project: Mar 2026	Design / evaluation of project	Summer term 2: Jun 2026 End of Year exam

Year 5 Music	Autumn 1 Music Notation and Recorder Flute / Melodica	Autumn 2 Building a pop song	Spring 1 Creating music in response to art	Spring 2 Space-scape	Summer 1 Singing to sleep	Summer 2 Celebration
Curriculum Content	In this unit, students will learn how to read and write basic music notation, including pitch, rhythm, and key signatures. They will also learn how to play the recorder flute, applying their knowledge of notation to real-life musical performance.	In this unit, learners will explore pop songs through listening, performance and composition activities. The focus will be on group and whole-class learning: singing (including singing in two parts); experimenting and improvising with sounds; using	In this unit learners will explore how art can inspire music. Learners will create music to represent their thinking about visual stimuli, musical elements, mood and atmosphere, and develop their rhythmic and melodic	In this unit learners will explore music composed to represent space, including music by Gustav Holst, Richard Strauss and John Williams. Working mostly through whole class and group learning, the focus should be on composing,	In this unit learners will explore how to perform and create a lullaby. Mostly through whole class and group learning, the focus should be on singing, including rounds and singing in two parts, being playful, experimenting and	In this unit learners will develop their understanding of the musical elements to refine and rehearse their work, learning mostly through whole class and group learning. Learners will explore different ways to evaluate

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	The unit will cover both theoretical and practical aspects, helping students to connect the written and performed elements of music.	voices and musical instruments. Learners will begin to understand how melodies and rhythms are constructed, using their bodies and visual symbols to make connections between sound and symbol. Learners will explore pop song structure, basic drumbeats, chords, hooks, lyrics and melody writing.	composing skills. Mostly through whole class and group learning, learners will experiment and improvise with sounds, using voices and musical instruments. Learners will begin to understand how melodies and rhythms are constructed, using visual symbols to make connections between sound and symbol. In this unit, learners will explore some of the music of Modest Mussorgsky.	through experimenting and improvising with sounds, using voices and musical instruments. Learners will begin to understand how melodies and rhythms are constructed, using bodies and visual symbols to make connections between sound and symbol.	improvising with sounds, listening and using voices and musical instruments. Learners will begin to understand how melodies and rhythms are constructed, using bodies and visual symbols to make connections between sound and symbol. There will be a focus on chords and structure. Learners will explore music by Johannes Brahms and Wolfgang Amadeus Mozart.	their work and develop an awareness of setting their own targets as a group to improve their work.
Assessment:	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.

Year 5 Art	Autumn 1 Welcome to the Jungle		Spring Term Penny Lane/Beatle Art for the Art Show	Summer Term Street Art
Curriculum Content	This term, we'll be exploring jungle-inspired art through the work of Frida Kahlo and Henri Rousseau. We'll develop our portrait-drawing skills, focusing on accurate proportions and effective shading techniques. We'll also explore Kahlo's ideas about identity and self-expression, using these as inspiration for our own artwork. Throughout the project, we'll celebrate the colour, pattern and vibrancy of the jungle while developing our confidence and creativity as young artists.		For the second project, we'll be using the Beatles song 'Penny Lane' to explore perspective. They will be working on their drawing skills and thinking about all of the things that they might find in their local community.	This unit explores the vibrant world of street art, focusing on the work of Keith Haring, an influential artist known for his bold lines, bright colours, and dynamic human figures. Pupils will learn how artists use public spaces to express ideas, emotions, and social messages through visual art.
Assessment	Formative and Summative Assessments of projects		Formative and Summative Assessments of projects	Formative and Summative Assessments of projects

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PE	Autumn 1 and Autumn 2 Basketball	Spring 1 Handball / Dodgeball	Spring 2 Volleyball	Summer 1 Dodgeball / Badminton	Summer 2 Football
Theme	Rules and regulations, basic skills competency		<i>Life Skills : Years 5 will focus largely on fair play and the introduction of referees.</i>		
Curriculum Content	Components of Fitness and how to test for each individual strand of fitness. Power, Speed, Stamina or aerobic endurance, muscular endurance, flexibility, balance, coordination, reaction time etc. Badminton – Serve, footwork, long and short plays.	How to execute and basic serve, dig shot, volley and smash will all be covered	How to execute and basic Dribble, Pass, Shot and Layup, rebound, defend.	Students will study the fundamentals of dodgeball / and or tag rugby. Here emphasis is on speed and agility of movement and throwing skills. Students will have a chance to apply their learning to a game scenario.	Here the emphasis will be on organisation and fair play – Can students create an atmosphere of fair play? Each session will focus on a skill such as dribbling or passing with a chance to apply this into a game.
Assessment	Fitness Testing (Bleep test , agility run)	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?

Year 5 PSHE	Autumn 1 Relationships — Families, Friendships & Positive Connections	Autumn 2 Relationships — Safe Relationships, Privacy & Boundaries	Spring 1 Health & Wellbeing — Healthy Lifestyles & Mental Health	Spring 2 Health & Wellbeing — Growing Up & Managing Change	Summer 1 Living in the Wider World — Shared Responsibilities & Communities	Summer 2 Living in the Wider World — Economic Wellbeing & Media Literacy
Curriculum Content	Healthy Relationships & Diversity: Exploring different types of family structures (single parents, blended families, foster care) and recognizing that all healthy families share love, security, and stability. Managing Friendships: Attributes of positive, respectful	Personal Boundaries & Consent: Understanding bodily autonomy, appropriate physical contact, and the right to give or withhold permission in various situations. Secrets vs. Surprises: Differentiating between acceptable secrets (e.g., birthday gifts) and unsafe	Physical Wellbeing: Planning balanced, nutritionally rich meals; the importance of regular physical exercise, sun safety, and oral hygiene (dental care). Sleep & Daily Habits: Understanding how routines impact sleep quality and how	Puberty & Body Changes: Understanding physical and emotional changes during puberty (including hygiene routines, body developments, and menstruation). Identity & Self-Worth: Exploring personal identity, strengths, and uniqueness;	Rules, Rights & Responsibilities: Understanding the relationship between rights and responsibilities; how laws protect communities. Environmental Responsibility: Examining local and global environmental issues;	Financial Literacy: Understanding how money is earned, managed, and spent; distinguishing between needs and wants; basics of budgeting and value for money. Media Literacy & Digital Resilience: Evaluating the

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	friendships; strategies for dealing with peer pressure, resolution of disputes, and recognizing when a friendship feels unsafe or uncomfortable. Online Safety & Respect: Knowing the difference between online and face-to-face interactions; seeking permission (consent) before sharing images or information online; identifying cyberbullying and hurtful online behavior.	secrets that should be shared with a trusted adult. Stereotypes & Respect: Identifying stereotypes related to gender, background, and culture; strategies to challenge unfair assumptions and prevent discrimination.	sleep affects emotional regulation, focus, and physical growth. Mental Health Awareness: Recognizing that mental health is a part of daily life; identifying a range of emotions and learning strategies to manage intense or conflicting feelings.	managing setbacks and personal challenges. Substances & Safety (Drugs, Alcohol, Tobacco): Learning about legal and illegal substances, common everyday medicines, and the risks associated with alcohol, smoking, and vaping.	practical actions to protect the environment (recycling, sustainable choices). Community & Diversity: Valuing diversity within local communities and challenging prejudice or discrimination.	reliability of online information; identifying targeted content, advertisements, and fake news. Career Aspirations: Exploring job roles, challenging workplace stereotypes, and setting goals for future personal achievements.
Assessment:	Formative baseline assessment and end-of-unit reflective evaluation.	Self-reflection tasks, scenario-based group activities, and teacher observation.	Health choices tracker, group discussions, and formative progress checks.	Reflective journal entries and end-of-unit knowledge checks.	Group project presentation and teacher assessment against learning objectives.	Whole-year summative assessment and individual self-evaluation portfolio.