

SMSC Subject Mapping Year 5

Spiritual	<ul style="list-style-type: none"> • I can talk about other people's beliefs • I can understand what fascinates me and talk about it with others • I can ask 'why' questions • I can see wonder in the world 		
RE	English	Maths	Science
<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Outline Jesus' teaching on how his followers should live.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians and Jewish people, and ways in which it can be challenging.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<p>Using logic and reasoning</p> <p>Asking questions and wondering why</p> <p>Talking about and discussing answers.</p> <p>Justifying and explaining answers.</p> <p>Solving problems and collaborative learning.</p>	<p>Know the life cycle of different living things, e.g. mammal, amphibian, insect bird.</p> <p>Know the differences between different life cycles.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p>
	History	Geography	Design Technology
	<p>Explain how an historic event changed life for us today.</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Know how the reign of Henry VIII affected different people and life in Britain.</p>	<p>Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe.</p> <p>Know how weather and climate affects human activities, including where food is grown.</p> <p>Know the geographical similarities and differences of two contrasting agricultural regions.</p> <p>Know the name of a number of countries and capital cities in the world, including Egypt.</p>	<p>Suggest alternative plans; outlining the positive features and draw backs.</p>
	Art and Design	Music	MFL
	<p>Know how to express emotion in my art.</p> <p>Explain why I like particular pieces of art.</p> <p>Know how to successfully use shading to create mood and form.</p> <p>Know how to use fabric and other materials to create a functional piece of art or sculpture.</p>	<p>Know how to explain why I think music is successful or unsuccessful.</p> <p>Know how to contrast the work of a famous composer with another and explain my preferences</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>
	Computing	PSHE	PE
	<p>Recognise why people may publish content that is not accurate.</p>	<p>Can identify what affects their physical and mental health.</p> <p>Can name and identify a range of feelings.</p> <p>Can identify the difference between a healthy and an unhealthy relationship.</p> <p>Can identify groups to which they belong.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Combine movements, balances and shapes with increasing control and fluency.</p>

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Moral	<ul style="list-style-type: none"> • I can choose between what is right and wrong • I can understand the consequences of my choices and actions • I can learn about other people's ideas from the wider world 		
PSHE	RE	PE	Computing
<p>Can identify the difference between a healthy and an unhealthy relationship.</p> <p>Can understand that their actions affect themselves and others.</p> <p>Can identify the consequences of teasing, bullying and discrimination.</p> <p>Can recognise bullying in all its forms.</p> <p>Can understand that forcing anyone to marry is a crime.</p> <p>Can identify the consequences of teasing, bullying and discrimination.</p> <p>Can identify how to recognise and challenge stereotypes.</p> <p>Can identify the different rights and responsibilities at school, home and community and the skills they need.</p> <p>Can identify and demonstrate strategies to resolve differences.</p> <p>Can demonstrate respect and show tolerance towards people different from themselves.</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Describe the forms of guidance a Jewish person uses and compare them to forms of guidance experienced by the pupils.</p>	<p>Use knowledge of fielding skills to make appropriate choices and organise fielding positions.</p>	<p>Discuss the positive and negative impact of the use of ICT in my own life, my friends and family.</p> <p>Understand the potential risk of providing personal information online.</p> <p>Understand that some material on the internet is copyrighted and may not be copied or downloaded.</p> <p>Understand I should not publish other people's pictures or tag them on the internet without permission.</p> <p>Reference information sources.</p>
	English	Maths	Science
	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p>	<p>Considering other people's ideas and needs.</p> <p>Using maths to solve problems fairly.</p>	
	History	Geography	Design Technology
	<p>Research what it was like in a given period of history and present my findings to an audience.</p>	<p>Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe.</p>	<p>Know the importance of and how to make healthy food choices.</p> <p>Know how to be both hygienic and safe when using and preparing food.</p>
	Art and Design	Music	MFL
	<p>Explain why I like particular pieces of art.</p>	<p>Know how to improvise within a group using melodic and rhythmic phrases.</p> <p>Know how to maintain my part whilst others are performing their part.</p> <p>Know how to suggest improvements to my own work and that of others</p>	

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Social	<ul style="list-style-type: none"> • I can care about myself and other people • I can work with and respect other people • I can talk about fundamental British values 		
PSHE	English	History	Computing
<p>Can identify what affects their physical and mental health.</p> <p>Can understand what a balanced diet includes.</p> <p>Can recognise what might influence our choices to have a 'balanced lifestyle.</p> <p>Can identify substances/drugs that are legal/illegal and identify the risks.</p> <p>Can communicate their feelings to others.</p> <p>Can identify skills to maintain and form good relationships.</p> <p>Can identify the difference between a healthy and an unhealthy relationship.</p> <p>Can understand that their actions affect themselves and others.</p> <p>Can work collaboratively and cooperatively.</p> <p>Can demonstrate that they can be kind and respectful to others.</p> <p>Can identify strategies to resolve conflicts.</p> <p>Can listen to others' points of view and respond appropriately.</p>	<p>To project their voice to a large audience.</p> <p>Enjoy listening to a range of texts that are age appropriate and beyond.</p> <p>Talk about a range of book and author preferences referring to details and examples in the text.</p> <p>Share authors and book choices with their peers, offering recommendations and giving reasons why.</p> <p>Read with varied volume, intonation and expression.</p> <p>Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.</p> <p>Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Select vocabulary to match the purpose and audience (formal and informal).</p>	<p>Research what it was like in a given period of history and present my findings to an audience.</p> <p>Explain how an historic event changed life for us today.</p> <p>Know about the impact that one of these periods of history had on the world.</p> <p>Know that many of the early civilizations gave much to the world.</p>	<p>Recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)</p> <p>Understand that online environments have security settings, which can be altered, to protect the user.</p> <p>Understand that some malicious adults may use various techniques to make contact and elicit personal information.</p> <p>Know that it is unsafe to arrange to meet unknown people online.</p> <p>Know how to report any suspicions.</p> <p>Follow the school's safer internet rules.</p> <p>Make safe choices about the use of technology.</p> <p>Use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.</p> <p>Create strong passwords and manage them so that they remain strong.</p> <p>Independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.</p> <p>Understand the value of computer networks but am also aware of the main dangers.</p> <p>Recognise what personal information is and can explain how this can be kept safe.</p>
		Music	
		<p>Know how to explain why I think music is successful or unsuccessful.</p> <p>Know how to confidently sing part songs with control, expression, phrasing and dynamics.</p> <p>Know how to improvise within a group using melodic and rhythmic phrases.</p> <p>Know how to suggest improvements to my own work and that of others.</p>	
	Maths	PE	
	<p>Talking about and discussing answers.</p> <p>Justifying and explaining answers.</p> <p>Solving problems and collaborative learning.</p>	<p>Gain possession working as a team.</p> <p>Perform some simple partner balances.</p> <p>Lead a team to solve / overcome a challenge safely.</p>	
MFL	RE	Design Technology	Art and Design
<p>Have a short conversation saying 3-4 things.</p> <p>Starting to speak in sentences.</p> <p>Correct my pronunciation of unfamiliar words.</p> <p>Start using my knowledge of grammar to correct my speech.</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p>	<p>Suggest alternative plans; outlining the positive features and draw backs.</p>	<p>Know how to successfully use shading to create mood and form.</p>
	Geography	Science	

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Cultural	<ul style="list-style-type: none"> I can be proud of who I am and where I come from I can learn about and respect other people's cultures in the UK and the wider world I can take part in wider life experiences and opportunities 		
PSHE	RE	PE	Computing
<p>Can identify that people have basic human rights and they are there to protect everyone.</p> <p>Can identify the different rights and responsibilities at school, home and community and the skills they need.</p> <p>Can identify and demonstrate strategies to resolve differences.</p> <p>Can demonstrate respect and show tolerance towards people different from themselves.</p> <p>Can identify groups to which they belong.</p> <p>Can understand what being part of a community means and the local and national groups that support them.</p> <p>Famous and significant people, places, events and achievements.</p>	<p>What does it mean to be Jewish in Britain today?</p> <p>Famous and significant people, places, events and achievements.</p> <p>Describe the forms of guidance a Jewish person uses and compare them to forms of guidance experienced by the pupils.</p>	<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>
	English	Maths	Science
	<p>Famous and significant people, places, events and achievements.</p>	<p>Understanding cultural differences in maths</p> <p>The use of pattern and number in art and design</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>
	History	Geography	Design Technology
	<p>Know how the reign of Henry VIII affected different people and life in Britain.</p> <p>Know the names, location and stories of important local Tudor buildings and people.</p> <p>Know how Britain has had a major influence on the world.</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Know at least two famous Ancient Egyptians.</p> <p>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe.</p> <p>Famous and significant people, places, events and achievements.</p> <p>Know the name of a number of countries and capital cities in the world, including Egypt.</p> <p>Know about how humans use land and affect environments linked to economic activity including trade and transport links, and the distribution of natural resources food, minerals and water.</p>	<p>Famous and significant people, places, events and achievements.</p> <p>Come up with a range of ideas after collecting information from different sources.</p> <p>Know where different foods come from and how they may be changed to help preserve or make them safer or tastier</p> <p>Explain how a product will appeal to a specific audience.</p>
	Art and Design	Music	MFL
	<p>Famous and significant people, places, events and achievements.</p> <p>Research the work of an artist and use their work to replicate a style.</p>	<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p> <p>Read and understand a short story or factual text.</p> <p>Have a short conversation saying 3-4 things.</p>