

Year 5 - Overview 2021

	Autumn	Spring	Summer
English - Writing	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • All about me • Inside out- descriptive writing based on feelings • Boy at the back of the class- writing based on empathy and character descriptions. Persuasive letter writing. • Narrative story openings – description, action, metaphors and similes • Dialogue opening- ‘The Present’ • Descriptive writing - The haunted house and Toothie and the cat • Action openings – Percy Jackson – whole class then Indiana Jones • Talk on famous person -presentation • Reports – non-chronological reports Non-fiction writing – linked to history topic <i>crime and punishment</i> and science 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Shackleton – explore the story, poetry, characters, application for job, speech, diary of events • Motivational speech - Shackleton Diary. • Diary – linked to polar explorer • Persuasive report • Shakespeare – the life of Shakespeare comprehension, Headlines – type of paper, retell of summary of story, character synopsis, becoming a character, agony aunt letters, review of film and comparison with play • Performance poetry (rap)– link to Shakespeare • Poetry – senses, and onomatopoeia • Non-fiction writing – explanation text based on humanities and science topics 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – focus on a book- Kensuke’s Kingdom • Myths and legends • Narrative Greek myths • King Kong – explore the story, characters and themes. Letter from Jack, story • King Kong debate • Poetry – learn and recite classic poems • Superheros- intro, what makes a superhero, poem, Superhero creator, designing a superhero report. • Superhero day - wanted poster, video, photo on greenscreen
Reading	<u>Boy at the back of the class</u>	<u>Shakespeare’s Romeo and Juliet and Shackleton’s journey by William Grill</u>	<u>Kensuke’s Kingdom</u>
	<p><u>Comprehension skills covered in Guided reading sessions, comprehension lessons, individual readers and cross curricular texts.</u></p> <p>Read for fluency and expression. Recount main themes /events. Comment on structure of text; both fiction and non-fiction. Listen to, discuss and express views about a wide range of text types. Predict and make inferences on the basis of what has been read. Comment on the way characters relate to one another.</p>		<p><u>Grammatical awareness (explicitly focused upon from Easter onwards in preparation for year 6)</u></p> <p>Identify speech marks in reading and understand purpose. Recognise plurals and collective nouns. Recognise pronouns and how they are used.</p>

	<p>Know which words are essential in a sentence to retain meaning. Read books structured in different ways. Explain the meaning of words in context. Ask questions to improve understanding of text. Infer characters feelings, thoughts and motives from their actions. Summarise ideas from different points across a text. Identify themes and conventions in a wide range of books. Discuss words & phrases which interest. Summarise main points of argument or discussion. Make up own mind about issues and justify views. Make comparisons between texts with reasons. Recognise how time connectives help to move a story on. Refer to text to support opinions & predictions. Give a view about writer’s choice of words, structure etc and some can discuss if they can suggest alternatives.</p> <p style="text-align: center;"><u>Deduction</u></p> <p>Know if a text refers to present or past. Read on to search for meaning of unfamiliar words. Recognise how words and phrases can signal time. Retrieve and record information from non-fiction texts. Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.</p>	<p>Identify & discuss how adjectives and verbs bring reading to life. Identify how language structure & presentation contribute to meaning. Recognise prepositions in text. Recognise clauses within sentences and identify how they are connected. Recognise and unpicks complex sentences. Identify connectives with multiple purposes.</p>	
<p>Maths</p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Understanding place value and applying this to addition and subtraction calculation strategies involving 5-digit numbers. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Add and subtract 2-3-4-digit numbers mentally; choose a strategy for solving mental additions or subtractions and to solve word problems. • Add and subtract 0.1 and 0.01 <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiply and divide by 0 and 100 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Read and write numbers with up to 6 digits and understand the place value of each digit. • Place 6-digit numbers on a number line. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Rehearse mental addition strategies for decimals and whole numbers • Solve missing number sentences • Use mental strategies to solve multi-step word problems. <p><u>Multiplication and division.</u></p> <ul style="list-style-type: none"> • Identify prime numbers 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths. • Write dates using roman numerals <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Add mentally 2-place decimal numbers in the context of money using rounding • Add several small amounts of money using mental methods • Mentally subtract amounts of money including giving change

- Use mental multiplication strategies to multiply by 20, 25 and 9.
- Find factors of a given number

Fractions and Decimals

- Understanding place value in decimal numbers.
- Multiply and divide numbers with up to two decimal places by 10 and 100.
- Compare and place fractions on a line
- Find equivalent fractions and reduce them to their simplest form.
- Express remainders as a fraction and solve division word problems.

Measurement

- Revise converting 12-hour clock times to 24-hour clock times.
- Find a time a given number of minute or hours and minutes later.
- Calculate time intervals using 24-hour clock format.
- Measure lengths in mm and convert to cm.

Find perimeter in cm and convert cm to m.

Geometry

- Use a protractor to measure and draw angles in degrees
- Use terms and classify angles
- Identify and name parts of a circle including diameter, radius and circumference
- Use angle facts to solve problems related to turn.

- Revise finding factors of numbers
- Find squares and square roots of square numbers
- Finding patterns and making and testing rules
- Multiply and divide by 10/100/1000 using a place-value grid.

Fractions and Decimals

- Round two place decimal numbers to nearest tenth and whole number
- Place mixed numbers on lines
- Convert improper fractions to mixed numbers and vice versa
- Write improper fractions as mixed numbers
- Multiply proper fractions by whole numbers.

Measurement

- Convert from grams to kilograms and vice versa
- Give approximate values of miles in kilometres and vice versa.

Geometry

- Know properties of equilateral, isosceles, scalene and right-angled triangles.
- Know that angles in a triangle have a total of 180 degrees.
- Understand what a polygon is.
- Recognise quadrilaterals

- Calculate the difference between two amounts using counting up
- Solve word problems, including 2-step problems, choosing an appropriate method
- Add 5-digit numbers using written column addition
- Subtract 5-digit numbers using written method
- Check answers to subtractions using written column addition
- Solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up.

Multiplication and Division

- Use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers
- Use long multiplication to multiply 2-digit and 3-digit numbers by teens and numbers.
- Multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations.
- Identify factors and multiples, find factor pairs.
- Using short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers
- Use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.

Fractions and Decimals

- Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers
- Read, write, order and compare 3-place decimal numbers.

			<ul style="list-style-type: none">• Understand what percentages are, relating them to hundredths• Know key equivalences between percentages and fractions, finding percentages of amounts of money.• Find equivalent fractions, decimals and percentages• Solve problems involving fraction and percentage equivalents <p><u>Measurement</u></p> <ul style="list-style-type: none">• Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry• Estimate and find the area of irregular shapes• Calculate the perimeter and area of composite shapes• Use the relations of area and perimeter to find unknown lengths.• Begin to understand the concept of volume.• Finding the volume of a cube or cuboid by counting cubes. <p><u>Geometry</u></p> <ul style="list-style-type: none">• Read and mark co-ordinates in the first two quadrants.• Draw simple polygons using co-ordinates.• Translate simple polygons by adding to and subtracting from the co-ordinates• Reflect simple shapes in the y-axis or in a line• Translate simple shapes and note what happens to the co-ordinates.• Draw regular and irregular 2D shapes using given dimensions and angles
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<p>History</p>	<p><u>Crime and punishment</u></p> <ul style="list-style-type: none"> • What do you know? • Overview of topic and timeline • Crime and punishment in Roman period – curse tablets • Crime and punishment in Anglo Saxon and Viking Period - link to Robin Hood • Crime and punishment in the medieval and Tudor periods – visit to Galleries of Justice • crime and punishment in the early modern period – Stuarts to 1800 • Crime and punishment in Victorian Period • Review all periods and compare to today 	<p>Linked to Shackleton- race to Poles Shakespearean times</p>	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Where is Greece • Greek life • The Greek gods • Five Greek states – diary before games • Greek pot • Greek top trumps • Achievements
<p>Geography</p>	<p><u>North America</u></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains • human geography, including: types of settlement and land use • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <ul style="list-style-type: none"> • To know where North America is in the world and what countries make it up. • To understand some of the key topographical features of the countries in North America • To identify climate zones and weather conditions and how they have influenced population settlement. • To identify biomes and vegetation belt • To identify areas of population density and the reasons for it 	<p><u>Arctic and Antarctic (shorter study)</u></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes • human geography, including: types of settlement and land use. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Local study – temperatures</u></p> <ul style="list-style-type: none"> • Comparison of temperature between UK and Polar regions. Measure compare and collate information in a graph. 	<p>Mars work – satellite images</p> <p><u>North America</u></p> <ul style="list-style-type: none"> • Earthquakes, volcanoes, tectonic plates use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.

	<ul style="list-style-type: none"> To identify areas of interest within North America To compare North America with the United Kingdom World Week –investigation of North American countries 		
Science	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night Describe the solar system (link to literacy Mars work) Compare Earth to Mars Scientists to consider – Ptolemy, Alhazen and Copernicus <p><u>Forces</u></p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Focus on gears 	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution demonstrate that dissolving, mixing and changes of state are reversible changes use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Scientists to consider – Galileo and Newton</p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> describe the changes as humans develop from birth to old age - human timeline Puberty – changes in humans from child to adult Compare gestation of animals to humans, length and mass of a baby as it grows, scatter graph <p><u>All living things</u></p> <ul style="list-style-type: none"> explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird - think about birth, time to adulthood, reproduction, gestation and life expectancy describe the life process of reproduction in some plants and animals – flowering plants- asexual plants Think about unusual/ uncommon lifecycles – fairy wasp Compare local plant and animal to arctic/Antarctic plant or animal <p>Scientists to consider – David Attenborough and Jane Goodall</p>
DT	<u>Structures – Bridges</u>		<u>Mechanisms – Gears</u>

	<ul style="list-style-type: none"> • Investigate famous bridges, link to North America • Design and build a bridge and test it to 'destruction' by adding weights until the bridge collapses. • Draw up a specification for their design and how to improve it. • Develop a clear idea of what has to be done, planning how to use the materials, equipment (weights) and processes, suggesting alternative methods of making if the first attempts fail. • Select appropriate tools and techniques. • Weigh and measure according to plan. Record data of length and height. • Record the weight each trial will support. • Evaluate the structure and seek evaluation from others. 		<p><u>Links with science.</u></p> <ul style="list-style-type: none"> • Investigate how do they work, what do we use them for. • Design and test in real situation – bikes. • Develop a clear idea of what has to be done, planning how to use the materials, equipment (weights) and processes. • Skills – using scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>Food Technology</p>	<p><u>Rock Cakes – link with Science (reversible and irreversible changes.</u></p> <ul style="list-style-type: none"> • Know and understand the practise needed in terms of food hygiene and kitchen safety when using the equipment. • Discuss how the properties of certain foods can affect the final product. • Select the appropriate methods and equipment for measuring – the ingredients and time. • Understand that once the ingredients are cooked, they cannot be reversed back to their original form. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Mixing ingredients together by rubbing the mixture with hands. • Knowing how to use scales in order to weigh out the ingredients. 	<p><u>Potatoes – grown, link with science.</u></p> <ul style="list-style-type: none"> • Know and understand the different parts of a potato plant • Prepare the ground using compost to form a bed. • Understand the process of chitting and how this helps the potatoes to grow faster and produce a bigger crop. • Know what time of year is beneficial for successful growth. • Use gardening tools safely and harvest potatoes without damaging them. • Preparing different types of food made from using the potato. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Growing and harvesting potatoes • Know how to cut potatoes safely 	<p><u>Greek meal – link with healthy eating and geography.</u></p> <ul style="list-style-type: none"> • Children to research different types of Greek food • Child to create a menu • Starter e.g. – bread and tzatziki • Main – Greek salad • Desert – fruit kebabs. • Discuss food groups and talk about nutrition. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Cutting, mixing, chopping • Creating different meals

	<ul style="list-style-type: none"> Knowing how to crack an egg. Keeping time management of the product. 	<ul style="list-style-type: none"> Children to investigate the possible end products. 	
Art	Art- use of sketchbooks throughout to practise and collect ideas. Language appropriate to skill and techniques. Can comment on ideas, methods etc in their own work and the work of others including famous artists.		
	<ul style="list-style-type: none"> Over and above – self-portraits-layout of face and figure- artist Clarence Holbrook Carter- water colour/skin tones/background –block paints/brush strokes/selecting paintbrushes Sonia Delaney- circles exploring line and colour- using compasses/measuring choice hot and cold colours or complimentary colours Haunted house silhouettes –look at various artists who have painted haunted house silhouettes- how have they conveyed the scariness –background verses foreground. Using a graduated wash for background and solid painting of silhouette. North American topic –day of dead mask – symmetry-pattern-cross curricular-water colours Calendars- seasonal trees – stippling –mixing paint on paper- colours associated with seasons 	<ul style="list-style-type: none"> Mexican owls –chalk/oil pastels/blending/background verses foreground/cross curricular ICT – Van Gogh picture-observation- drawing and painting using colour magic. Art linked to Shakespeare-drawing /shading/cross curricular- Shakespeare portrait. Art linked to Shackleton –collage and sea scapes. 	<ul style="list-style-type: none"> Painting using artists eg: Ted Harrison/ B.H.Brody – colour mixing –pastels and brusho Use Brody technique and Greek landscape pictures to create their own piece or art – can they explain their decisions? Pastels using artists eg; Doug Hyde – Shading and blending- characters- sketches –different grades of pencil-shading techniques Perspective – sketching outside –look at perspective by range of artists. Use squared paper as guide line then do their own. Street scene –Harry Potter Sculpture - 3D –clay- cross curricular – mythical creature pots.
RE	<p>RE- What does it mean be a Muslim in Britain today? In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Which values and practices are important to me and why? What guides me in life and how does this compare to a Muslim’s guidance? What are special times in the year for me and how do I observe these? What special celebrations do I have? Why is pilgrimage important to religious believers?</p>	<p>RE- Can we live by religious values in the twenty-first century? In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What is love? How does love make me feel? How can we recognise love? How do my own views on love compare with religious beliefs/Worldview ideas and why? Why do some people say is it hard to follow religious teachings on love? What are my own views on forgiveness?</p>	<p>RE- If some people believe God is everywhere, why do some people go to a place of worship In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Which building is important to me in my life and why? What or who is helpful to me when there are difficult times? Which sacred buildings have I visited and what do I recall about them?</p>

	<p>Key concepts are: How do the 5 pillars of Islam affect the life of a Muslim? How does the Muslim practice of the Five Pillars link to Muslim beliefs about God and Prophet Muhammad (pbuh)? What are the value and challenges of following the five pillars? Why is prayer important? How do the Quran and Hadith's guide Muslims in their daily lives? How are a Mosques key functions linked to Muslim beliefs? Why is fasting and zakat important in a Muslim's life? Why is celebrating Eid important to Muslims?</p>	<p>How do my own views on forgiveness compare with religious beliefs/Worldview ideas and why? Why do some people say it is hard to follow religious teachings on forgiveness?</p> <p>Key concepts covered are: What do different religions and Worldviews teach about love? Can you retell at least one religious story about love with its moral?</p>	<p>Key concepts are: Can I match religions to names of sacred buildings? What are the key features of a Gurdwara, Mandir, Synagogue, Church, Mosque? What do people from different religions say their place of worship is for? How are features of religious buildings linked to beliefs? How are religious buildings of the same religion different to each other? How are religious buildings helpful to believers in difficult times? Why are places of worship considered valuable to religious communities?</p>
ICT	<ul style="list-style-type: none"> • Use PowerPoint to create a presentation incorporating sound, video and transitions • E safety • Identify parts of computer • Poetry – feelings poems- combine text and graphic • Research humanities and create a presentation • Bridge poster 	<ul style="list-style-type: none"> • Use and edit images with Shakespeare work- mood boards and character recast • E – safety • Space – NASA Mars website investigation- (eg- take a mars adventure) • Paint programme to create Van Gogh picture • Ipad Garageband- Shakespeare raps- creating backing track and lyrics. 	<ul style="list-style-type: none"> • Coding • Spreadsheets and data handling • Research and interactive history investigation • Ipad- independent research
Spanish	<ul style="list-style-type: none"> • Can I name school timetable, subjects? • Talk/write about your day at school. • Can I tell the time to the hour? • Can I consolidate my knowledge of numbers to 20 (out of order)? • Can I count in 10s up to 100? 	<ul style="list-style-type: none"> • Can I describe the weather? • Listen to a weather forecast • Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words 	<ul style="list-style-type: none"> • Recap transport • Read a postcard • Order ice creams and food/drink at a restaurant.
PE	<ul style="list-style-type: none"> • Fitness- circuits • Develop flexibility and control gymnastics 	<ul style="list-style-type: none"> • Speed, agility and quickness sessions • Develop flexibility in dance 	<ul style="list-style-type: none"> • Develop flexibility in gymnastics • Play competitive games – cricket, rounders

	<ul style="list-style-type: none"> • Compare performances • Play competitive games applying basic principles – hockey, netball 	<ul style="list-style-type: none"> • Apparatus – develop flexibility and control • Play competitive games – football, tennis, tag rugby • Practise running, catching and jumping • Swimming 	<ul style="list-style-type: none"> • Athletics skills • Practise throwing, running, jumping and catching.
Music	<ul style="list-style-type: none"> • Young Voices – Biannually • Inside out- making connection with music and feelings through the medium of song- cross curriculum <p>Charanga – Livin’ on a prayer</p> <p>Rock Music</p> <ul style="list-style-type: none"> • Listen and Appraise the song Livin’ on a prayer and other classic rock songs: • We will Rock you by Queen • Smoke on the Water by Deep Purple • Rockin’ all over the world by Status Quo • Johnny B. Goode by Chuck Berry • I saw her standing there by the Beatles <p>Skills:</p> <ul style="list-style-type: none"> • Sing with increasing control of breathing, posture and sound projection • Sing songs in tune with expression and rehearse with others. • Maintain a complex part in a large ensemble or a choral group with multiple parts. 	<ul style="list-style-type: none"> • Raps using Garage-band linked to Shakespeare <p>Charanga – The Fresh Prince of Bel Air</p> <p>Old school hip hop</p> <p>Listen and Appraise the Fresh Prince of Bel Air and other hip-hop tunes:</p> <ul style="list-style-type: none"> • Fresh Prince of Bel Air by Will Smith • Me, Myself and I by De La Soul • Ready or Not by the Fugees • Rapper’s Delight by The Sugarhill Gang • U cant touch this by MC Hammer • It’s like that by Run DMC <p>Skills:</p> <ul style="list-style-type: none"> • Explain the features and processes of a range of musical genre and styles. • Explain the cultural and historical contexts of range of musical genre and styles • Improve their work through analysis, evaluation and comparison. • Create different effects using combinations of pitched sounds. 	<ul style="list-style-type: none"> • Charanga – Dancing In The Street • Mo Town 1960s <p>Listen and Appraise:</p> <ul style="list-style-type: none"> • Dancing in the Street by Martha and the Vandellas • I can’t help myself (sugar pie honey bunch) sung by The Four Tops • I heard it through the Grapevine sung by Marvin Gaye • Aint no Mountain High Enough sung by Stevie Wonder • The Tracks of my Tears sung by Smokey Robinson and the miracles. <p>Skills:</p> <ul style="list-style-type: none"> • Explain the features and processes of a range of musical genre and styles • Explain the cultural and historical contexts of a range of musical genre and styles • Compare, improve and perform a range of melodies and songs combining different parts.
RSE	<ul style="list-style-type: none"> • Class rules include: discussions about respectful relationships and how to create caring friendships • School council representatives- democratic voting system to select representatives for the year group and class. 	<ul style="list-style-type: none"> • Shackleton speech – relationship respect • Mental wellbeing- Normal part of daily life in the same way as physical health, judge feeling and behaviour 	<ul style="list-style-type: none"> • Getting to know our bodies- Puberty – mental well being – Science, life cycles. • Girl and Boys talk – being safe, menstrual cycle, change • Physical health and fitness: Sports day, emphasise importance of regular exercise.

<ul style="list-style-type: none"> • Families and people who care for me- characteristics of healthy family life, commitment to each other and times of difficulty • Caring friendships and Mental well-being: Literacy – Inside Out and All about me • Being safe- personal space, boundaries, respond safely and appropriately to adults, asking for advice, worries. • Personal safety: Road safety • Stranger Danger – walking home, who do they talk to, respond safety <p>Health and prevention- Hygiene and germs, personal hygiene, how things spread.</p>	<ul style="list-style-type: none"> • Physical health and fitness- importance of a healthy lifestyle, effects of a poor diet and risks associated with it, healthy eating. • <u>E-safety- being safe-</u> Online relationships and Internet safety: whole school Internet Safety Day, rules and principles for keeping safe online. • Being safe- Water Safety linked with assembly before Easter holiday when many of our children go abroad 	<ul style="list-style-type: none"> • Physical health and fitness- Healthy eating – what we need to do to maintain a healthy routine • Sleep – good sleep • Economics
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