

ST PAUL'S CATHEDRAL SCHOOL

A Guide to Year 5
2025 - 2026

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Introduction

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

Welcome to Year 5

By the end of Y4, despite having had a great time in the lower part of the school, most pupils are ready, and look forward to, the move to Y5. It heralds a time of greater independence, new subjects, and familiar ones taught by subject specialists. Usually Y5, pupils will be required to move around the school to get to lessons. Organisation is key; pupils will need to familiarise themselves with their timetable, and ensure they arrive to lessons on time with the correct books and equipment. During registration, form teachers go through the day's timetable and encourage pupils to look ahead to other important events during the week to aid personal organisation. Pupils will be moving around the school for each lesson therefore, organisation and looking ahead to their upcoming lessons is essential to ensure they are on time and prepared.

Parents also have an important part to play. Establishing a regular evening routine of checking that prep is completed, a look at the day ahead and checking what is required, and a final bag check really helps. We suggest that pupils are encouraged to do the thinking and packing themselves rather than get an adult to do it for them! Choristers are aided by the duty staff. To help, pupils will be provided with copies of their timetables to display prominently at home or in the boarding house. Prep will be recorded by pupils in their prep diaries. Some days of the week, the pupils will complete their prep in an allotted period in school and at other times it is required to be completed at home.

Mr Browne & Mr Harris

SPCS: Welcome from the Head

A warm welcome to this new academic year. This guide provides an outline of the year ahead for your child and we hope you will find the information useful. No guide can cover everything, so do please get in touch if you have any questions.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

Throughout the busy year ahead, you can expect to see developments in every aspect of learning and character development: here's to a great year!

Judith Fremont-Barnes

Head

Our Philosophy

We grow lifelong learners: young people who have the curiosity to ask the questions that need asking, the drive to make a difference, the tenacity to solve problems. We develop initiative and teach teamwork. Joy in learning also really matters to us: our teachers make learning irresistible. We teach our pupils to: understand and respect themselves, understand and respect others, understand and respect the world in which they live (locally, nationally, globally).

We feel strongly that all achievement must be rooted in wellbeing. Teaching healthy habits and attitudes to learning, ambition, success and failure is central.

Children are not just brains in a jar! We care about, notice and nurture the whole child. Character, creativity, academic performance, manners, musicianship: we focus on the little things that make a big difference and instil habits to underpin success.

Nothing matters more to us than the wellbeing of our pupils. We work in partnership with parents to support the wellbeing of every individual. Our amazing team of teachers and support staff are dedicated to bringing out the best in every child. We're proud to have been described as 'pastorally superb' by the Good Schools Guide.

This is a community where everybody belongs. Kindness is our cornerstone. We value and encourage ambition, enthusiasm, compassion, resilience and active participation. SPCS pupils know how to step forward, take a risk, try hard, roll up their sleeves and get the job done.

Aims and Principles

PREP PASTORAL CARE

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known, noticed and nurtured right through the Prep years.

Pastoral care is always our priority: we understand that all achievement needs to be rooted in wellbeing. During the Prep years, children learn to be increasingly independent: while this is exciting for them, it can also bring anxieties. We work hard to understand each child's needs and equip them with the tools they need to overcome any challenges.

Secure relationships are at the heart of your child's wellbeing. Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others, clearly and effectively, is a key focus in the Prep School. Relationships Education is actively taught through Personal Social Health Education lessons.

We support our pupils in developing respect for themselves, others and the world around them. We make our expectations of behaviour clear and reinforce them through awarding house points and through celebration at assemblies, for example, with our weekly Respect Award.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies and concerts and events such as Sports Day) build self-belief.

OUR PASTORAL TEAM

Prep class teachers oversee your child's pastoral care under the oversight of Caroline Heylen, our Deputy Head and Designated Safeguarding Lead. Our pastoral team also includes a team of Deputy Designated Safeguarding Leads, the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy Support Assistants). Boarders are additionally supported by access to an Independent Listener, separate from the management of the school, whom they can contact at any time.

The Chaplain is available to all children for an informal chat on a drop-in basis on Wednesday afternoons. Children may also benefit from working with an ELSA or our Counsellor; this is managed through the Learning Support team.

PARTNERSHIP WITH PARENTS

We work in partnership with you to understand how your child learns best. We depend on great communication with you to ensure all aspects of your child's wellbeing are considered and that learning in every area is optimised.

Parenting through the Prep years certainly can have its challenges, as children learn to manage aspects of their lives independently. We aim to provide parents with a forum for discussion and advice, both through access to the Wellbeing Hub and our own seminars and workshops on issues such as balancing the risks and opportunities of online life,

Our partnership with parents is forged through our curriculum evenings, parent meetings, learning showcases and concerts. Our weekly Circular newsletter keeps you up to date with activities and achievements across the Prep School. In addition to regular parent meetings and reports, you will always find an open door for discussion and for sharing joys and concerns.

THE PATHWAY TO SENIOR SCHOOL

St Paul's Cathedral School has an excellent track record of working in partnership with parents to find just the right next school and ensuring that our pupils are well prepared to gain and take up their places at their chosen destination.

While there is no such thing as 'the perfect school', it is possible and important to find a really good 'fit' for your child's senior education.

Finding the right school starts with parent consultations with our future schools team, headed by Alison Wright, Deputy Head Academic, usually towards the end of Year 4 or beginning of Year 5, which look at the emerging personality and the cognitive profile of your child, your priorities and their own views, and help you narrow down to a shortlist from the many excellent schools you may wish to consider, with a focus on choices being both ambitious and achievable. This conversation is usefully repeated early in Year 6, when more cognitive data is available to inform decisions, and you have had the chance to attend open days at your chosen shortlist.

Preparation for a senior school should be rigorous but enjoyable and should form part of a holistic education. We want our children to experience appropriate challenge rather than unhealthy pressure and to ensure that their achievements are rooted in wellbeing. Home-school partnership is essential. Parents play a vital role in ensuring that the admissions processes are positive for children. SPCS staff are on hand to help you every step of the way.

HOW DO WE PREPARE PUPILS FOR EXAMS?

We prepare pupils for the entrance requirements of their senior schools, including the examinations they will be taking at either 11+ or 13+ (including pre-testing or scholarship where appropriate). Our SENCO supports with admission processes for pupils identified with additional learning needs.

Familiarisation with the format of exams, and work on exam technique are essential so that pupils can achieve to the best of their ability under exam conditions. We provide plenty of such practice at school from Year 5 onwards.

TUTORING

SPCS provides a broad and balanced curriculum and there is very rarely a need for external support. Exceptions might be where a child misses significant school as a result of illness or joins in later years with no foundation in a subject such as Latin or French. Occasionally, additional familiarisation with exam practice is useful to build confidence, though this should not be seen as a standard requirement beyond what is provided in school. The Deputy Head Academic, Alison Wright, will be happy to advise on any specific preparation that might be helpful: please let us know if you are intending to provide additional tutoring for your child so that we can work together to ensure this is a supportive process. While additional focus can be supportive and boost a child's confidence, the wrong focus or approach can be counterproductive and even damaging to self-esteem and performance. We do ask parents to be alert to the risk of over-preparation, and the associated pressure that it can inadvertently bring for children.

INTERVIEWS

Senior schools are not just looking for scores. Interviews play a vital part in many admissions processes and children need to be well prepared to talk about their interests, in and beyond the classroom, in an interesting way. The goal is not just to get a child into a school but to ensure that the child can make the most of the experience once they get there, and beyond, as a curious, questioning, interested and interesting lifelong learner.

We provide specific interview practice for children from Year 6 upwards, but it is important to understand that all your child's school experience is in a sense interview preparation: whether it is the experience of leadership in a sport, a subject presentation or a contribution to a year group assembly, there is a constant focus on your child's ability to perform and to do so with confidence and enjoyment.

How best can you support? In addition to the varied and stimulating projects your child will be exposed to at school, parents can support children to be ready for the interview process - and more to the point, to be an interesting, interested young person - by trips to the museum or gallery, a family volunteering project, board games, walks together and above all by regular conversation at the family meal table. No tutor can substitute for this vital everyday interaction. The good news is that the rich experience of stimulating family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

Parents' Consultation / Reports

Y5 Parents/pupils receive the following report feedback during the year:

Autumn Term:	Curriculum meeting. Grade card.
Spring Term:	Book look. Grade card.
Summer Term:	Parent meeting (all subjects) Full report.

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion may be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time. 08:10 – 08:30 is often a good time for most staff.

Prep

Y5 pupils have one, 30-minute, written prep per day. Prep may need to be handed in the following day, or may be part of an ongoing project spanning several weeks. In addition to this there will be French vocabulary learning preps and times tables practice for Maths. There is one in-school prep session per week.

Prep Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
5JB	History	Science	French	Geography	English (*) Maths
5AH	Maths	French	Science	Geography	English (*) History
Learning Preps	Maths times tables & French vocab				

We ask parents to support us with prep by:

- Making it clear that they value prep and support the school in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their prep and by taking an interest in their work.
- If prep is done at home, by providing a peaceful place, free from distractions, where their children can concentrate on their work.
- Ensuring that their child spends an appropriate amount of time on prep and notifying their subject teacher as soon as possible if there are any concerns.

All pupils are also expected to **read** for 20 minutes every night.

Timetable for 5JB

	08:40	09:20	09:30	09:40	09:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00	12:10	12:20	12:30	12:40	12:50	13:00	13:10	13:20	13:30	13:40	13:50	14:00	14:10	14:20	14:30	14:40	14:50	15:00	15:10	15:20	15:30
Mon	Reg JHB 1	Art LLE 13										French IJC 2					Maths RMW 5									Maths RMW 5				Hist AHW 14							Lat IJC 2		
Tues	Reg JHB 1	Reas CKD ICT	Eng CKD KLJ 8									ICT CKD ICT					Music MAK Music										Eng KLJ 8											Geog JHB 1	
Wed	Reg JHB 1	Eng KLJ 8	French IJC 2									Reas CKD ICT					Maths RMW 5										Dra GDB 10				Hist AHW 14							Tut JHB ICT	
Thur	Reg JHB 1	Games ASK Out1 Games JWT Out3 Games TGN Out2																Geog JHB 1																				French IJC 2	
Frida	Reg JHB 1	Maths RMW 5										Eng KLJ 8					TPR JHB 1											PSHE KLJ 8				Car CKD ICT			PREP MAK 4				P.E. JWT Yard P.E. ASK Out1

Timetable for 5AH

	08:40	09:20	09:30	09:40	09:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00	12:10	12:20	12:30	12:40	12:50	13:00	13:10	13:20	13:30	13:40	13:50	14:00	14:10	14:20	14:30	14:40	14:50	15:00	15:10	15:20	15:30	15:40
Mond	Reg AIH 2	Eng KLJ 8												Reas CKD ICT				ICT CKD ICT								Eng KLJ 8				Music MAK Music								Maths DSH 4		
Tues	Reg AIH 2	Geog JHB 1	PSHE KLJ 8										TPR JHB 1				French JFF 21									Eng KLJ 8				Eng KLJ 8								Hist AHW 14		
Wed	Reg AIH 2	French JFF 21	Eng KLJ 8											Art LLE 13															Sci RJD 3								Tut AIH 2			
Thur	Reg AIH 2	Games AIH Out2 Games JFF Out1 Games TGN Out3															Geog JHB 1									Maths DSH 4												Lat IJC 2		
Frida	Reg AIH 2	Hist AHW 14											Maths DSH 4				French JFF 21										Dra GDB 10				Car CKD ICT			PREP JLS 9				P.E. AIH Pool2 P.E. ASK Pool3		

Year 5 - Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject	Autumn Term	Spring Term	Summer Term
English: Reading	Traditional fiction Close reading of a narrative text Development of inference and deduction skills Approaching a range of question types and formulating developed written responses Examining how language effects the tone and meaning of text Developing an understanding of plot types and character development. Comprehension. Formulating full sentence answers – using the question to frame response.	Contemporary fiction Identifying key features of specific genres Analysis of descriptive passages and the use and effect of figurative language Investigating oral storytelling Poetry Identifying and analysing use of figurative language Examining ways a poem can tell a story Reading aloud to share a poem with an audience Comprehension. Continue formulating full sentence answers – using the mark scheme to guide quality and quantity of response.	Contemporary fiction text Non-fiction texts Texts from a selection of genres Setting the scene - authorial vocabulary choices to create the scene and atmosphere Observing character behaviour and motivation through action and speech Comprehension. Continue formulating responses to comprehension, using quotations to support points made and explaining how they support.
English: Writing	Diary writing from the perspective of a character Developing note-taking skills Descriptive writing, to include figurative language and specific vocabulary choice. Parts of speech	Continuing a story in similar style Non-chronological report writing Types and use of figurative language devices Developing descriptive writing skills – using various forms of figurative language Understanding how to create well-structured and believable dialogue Creating atmosphere in own descriptions – linked to the class reader or texts used	Persuasive writing linked to themes explored in the class reader Using narrative to write a play script of missing scenes A selection of non-fiction writing tasks Further developing descriptions of settings – to include a character
Maths	Number Place Value Properties of Numbers Four Operations Rounding to powers of 10 Fractions: Comparing, ordering and addition/subtraction Decimals	Number Improper fractions Roman Numerals: 1 to 1000 Rounding to decimal places Squared and cubed numbers Measurement Metric unit conversion Imperial units Time: Conversions and timetables	Number Percentages: Conversions from decimals and fractions Formal written methods of four operations Fractions: Simplification and multiplication BIDMAS: Order of operations

	<u>Measurement</u> Conversion of metric units <u>Geometry</u> Area and Perimeter of rectangles and triangles <u>Statistics</u> Collecting, interpreting and representing a range of data	<u>Geometry</u> Recognise polygons and their properties Transformations 3D Shapes: nets and volume Angle facts <u>Statistics</u> Probability Mean, Median, Mode and Range Diagrams and chart interpreting	<u>Ratio & Proportion</u> Ratio problems: Solving using integer multiplication <u>Algebra</u> Collecting like terms Substitution <u>Measurement</u> Conversions problems: Time, money, length, mass, volume <u>Geometry</u> Polygons: Properties and missing dimensions
Science	Physics: Bunsen Burner and hazards of the lab. Scientific drawing Properties of materials (incl. States of matter) Biology: Plant reproduction Classification – lifecycles (mammal, Amph., Insect, bird) Ecosystem relationships and adaptation Human reproduction	Chemistry: Physical change (reversible) Mixtures and separating Chemical change (non-reversible)	Physics: Earth & Space Forces STEM project
Computing	KidsRuby Programming: Transitioning from block-based coding to the practice of typing code lines. Developing programs that incorporate algorithms, conditions, and variables. E-Safety: The pupils will gain expertise in creating secure passwords and understand the importance of having robust ones to protect personal data. Additionally, they will explore the age restrictions of social network platforms. They will also develop effective strategies to safeguard themselves and others from cyberbullying, while	Advanced Internet Searching: The pupils will discover how computer networks facilitate the exchange of data and information. They will employ Boolean search methods to pinpoint precise search outcomes. Data Handling: The pupils will gather weather information from trustworthy online resources. This data will be documented in Google Sheets, which will serve to illustrate temperature trends over time. BBC Micro:bit: The BBC Micro Bit gives the pupils the ability to manage different parts of a computer through hands-on inputs and outputs. They will discover how	Kodu Game Lab: Creating games in a setting similar to 'Minecraft'. Gaining skills in applying conditions within their gaming projects. Designing expansive and innovative games. Google Forms: An online quiz will be developed to assess participants' understanding of E-Safety. This quiz will feature radio buttons, checkboxes, and questions utilizing a linear scale format. The pupils will be able to include illustrations, provide feedback for both correct and incorrect answers, and implement a scoring system.

	learning about the impacts of both positive and negative interactions online.	software can be used to control hardware.	
Geography	Location Knowledge UK & Europe Ordnance Survey Map Skills. Settlement Project	Environmental issues Local & National Digital map skills project	Megacities project Yellowstone case study
History	Introduction/ general historical skills/chronology. The Industrial Revolution – working and living conditions, transport revolution and inventors. This topic will provide the background to the English and Drama curriculums.	History of London over time – looking at how London has changed from the Romans to the present day.	Twentieth century London – focusing on the social change during the decades.
Theology, Philosophy and Religion (TPR)	Inspirational People presentations Philosophical inquiry skills Students learn how to explore philosophical questions together as a class based on the Philosophy for Schools programme.	Christianity – understanding the difference between Anglican and Catholic Churches. Cathedral Project & Easter	Introduction to Sikhism Core beliefs The Gurus Service and the community
French	Topics: Meeting and greeting people Birthdays In my class Countries and nationalities Film study: Azur and Asmar	Sports and hobbies Animals Family Where I live Food	Nationalities/countries Weather Likes/dislikes Physical description
Latin	Topics: Introduction to Pompeii. Roman cities and villas Roman daily life Family Grammar: Students will learn a range of regular verbs to express actions as well as the verb <i>to be</i> .	Topics: The forum and its function. Roman business and shops Grammar: Further practice of verbs in the present tense. Pronouns	Topics: The Roman theatre. Types of plays and the use of masks. Grammar: The plural forms of nouns of different declensions.

	The nominative and accusative cases.		
Drama	Introduction to Improvisation Students take part in games and acting challenges that emphasise positivity, accepting ideas, spontaneity, awareness, and creativity. They build confidence in sharing ideas and collaborating with peers while developing their imagination and performance skills. Learning Focus Develop imagination and spontaneity. Enhance skills in positive collaboration and creative expression. Build confidence in sharing ideas with peers. Story Structure Students experiment with creating different stories in different settings, exploring how changing relationships and character choices affect the drama. The structure they use is: <i>location → relationship → problem → bigger problem → solution</i>. They aim to create as many different stories as possible, regularly swapping partners to collaborate with different classmates. Through this, students practise agreeing, building, and creating in pairs. They also experiment with genre, atmosphere, and story climax- discovering how these shape meaning and performance. Learning Focus	Extended Project: A Midsummer Night's Dream Part 1: Exploring the Worlds Following Shakespeare's Globe approach, students investigate a different world of the play each week — fairies, royalty, lovers, and actors. They explore these settings through drama activities, contextualise them with their own ideas, and relate them back to the play, discovering how stories, characters, and relationships overlap and collide. Learning Focus Gain a playful understanding of Shakespeare's worlds and characters. Explore contrasting settings and relationships within the play. Build confidence in engaging with Shakespearean text and developing personal perspectives Part 2: Script Work, Casting, and Rehearsal Students work with simplified extracts from the play, using rehearsal to build understanding, develop meaning, and learn how to communicate this effectively to an audience. They experiment with roles, explore casting options, and discuss casting dynamics. Casting is collaborative, ensuring every student has a role that both suits them and provides challenge. They deepen their understanding of characters, conflicts, and storylines through rehearsal and scene work. Vocal warm-ups for projection and articulation support clarity and confidence on stage.	Part 3: Rehearsals and Performance Students continue rehearsals with a focus on movement, voice, thought, and memorisation of script and direction. They are taught how to annotate their scripts, refine scenes, and strengthen performance techniques. Past skills of voice and movement are applied to bring the play to life with both spoken word and physical action. The term culminates in a live performance of <i>A Midsummer Night's Dream</i>, with parents invited to share the celebration. Learning Focus Refine performance skills in voice, movement, and characterisation. Memorise lines and follow direction with confidence. Annotate scripts to support rehearsal and performance. Apply past learning to create a dynamic, polished production. Build stage presence and confidence when performing for an audience. Improvisation Review Students revisit core improvisation skills, focusing on spontaneity, positivity, and re-incorporation of ideas. They experiment with story structure and learn how changing choices and relationships can reshape a scene. Learning Focus Work spontaneously and creatively with peers. Practise positivity and “yes, and...” collaboration. Re-incorporate ideas effectively into developing stories.

	Construct and experiment with multiple story ideas Understand how relationships, choices, and settings shape drama Collaborate flexibly with different partners to build stories Explore imaginative ideas and convey them with clarity to an audience.	By the end of the term, students will know the play in its entirety, have explored all the roles, and be cast into parts to prepare over the Easter break. Learning Focus Explore script and character in depth through rehearsal and casting. Develop vocal projection, articulation, and stage presence. Collaborate effectively to prepare for a full production.	Strengthen flexibility, imagination, and quick-thinking skills. Mini Projects To close the year, students take on a series of short, creative drama projects. These link to PSHE themes, encouraging empathy, reflection, and teamwork. Activities are playful but purposeful, allowing students to apply their skills in new contexts while celebrating their progress. Learning Focus Apply drama skills across different themes and contexts. Use creativity and teamwork to explore new ideas Reflect on achievements and progress in drama. Celebrate learning in a supportive and fun environment.
Music	Spirituals and Origins of Jazz • Composing: own spirituals • Theory: syncopated rhythms, time signatures, degrees of the scale, blues notes. • Perform: Djembe Drumming, singing slave/spiritual songs in unison, two and three-part; Spiritual-influenced carols with instruments and singing • History: how spirituals developed from trad west African; slave trade	12-bar blues: Blues • Composing: 12-bar blues composition (with ICT) • Performing and Improvising: 12 bar blues at keyboards • Theory: tonic triads, structure, blues scale, triplets, ledger lines, syncopation, modulation • History: Ella Fitzgerald, Louis Armstrong, Herbie Hancock	Caribbean Music: • Performing, listening and improvising: One Love, Banana Boat Song, Ingo Layo, L'il Loza Jane, Water Come a Me Eye • On Keyboards and singing in 3-part harmony Indian Music: • Raga (keyboards) • Tabla (drums) • Theory: scales revision, accidentals • Composition/improvisation: own raga/table • Performance: • Listening: Madhuvanti

	Aural: rhythm dictation exercises		
Art	Collagraph Printing Pupils will research fonts in a range of styles and produce drawings in different ways. They will learn about designing compositions for creating patterns. They will try out printing using a range of different materials from bubble wrap to string wallpaper and fabric. Pupils will create their own collagraph printing plate and print at least 2 lots of 2 colour prints These are done on the printing press for the first colour and by hand on the second colour.	Pupils will create patterns from their prints. On completing their prints, pupils will be given copies of their prints to experiment with to create different patterns. Beetle Embroidery Project Pupils will produce visual research on a range of flowers. Pupils will learn a range of embroidery stitches. Using this experience pupils will design and create their own embroidered flower	(Pupils will finish their embroidery project) Fantasy plant project Pupils will look at a range of artists who study and make images of plants. They will produce some research before creating their own fantasy plant illustration.
PSHE	Unit 1: Me and My Relationships • Feelings • Friendship skills, including compromise • Cooperation • Recognising emotional needs Unit 2: Valuing Difference • Recognising and celebrating difference, including religions and cultural • Influence and pressure of social media • Stereotypes	Unit 3: Keeping Safe • Managing risk, including online safety • Norms around use of legal drugs (tobacco, alcohol) • Laws and risks surrounding vaping • Decision-making skills Unit 4: Rights and Respect • Rights, respect and duties • Rights relating to my health • Making a difference • Decisions about lending, borrowing and spending	Unit 5: Being my Best • Growing independence and taking ownership • Keeping myself healthy, including basic first aid • Media awareness and safety • My community Unit 6: Growing and Changing • Managing difficult feelings • Managing change • How my feelings help keeping safe • Getting help
PE/Games	Invasion Games Engaging in competitive situations and improving ability to communicate and co-operate effectively with others. Football / Netball / Tag Rugby Development of sports	Tag Games Develop simple tactics for attacking and defending Handball Improve knowledge and understanding of key rules and tactics associated with Handball. Hockey Development of sports specific skills. Improve	Athletics Focus on technique in different track and field events. Kwik Cricket Improve timing, hand-eye co-ordination and reaction time. Cricket Development of sports specific skills in the role of batter, bowler and fielder.

	specific skills in different positions on the pitch.	knowledge and understand of rules and tactics Fitness Testing Carrying out testing procedures to measure different components of fitness and comparing data to previous years.	
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