



Upper Key Stage 2 Curriculum Overview (yr5/6)

2025-2026

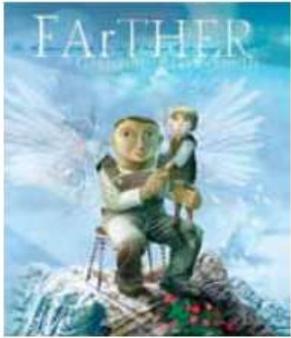
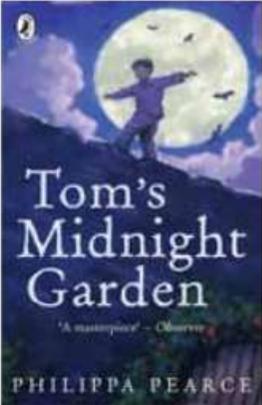
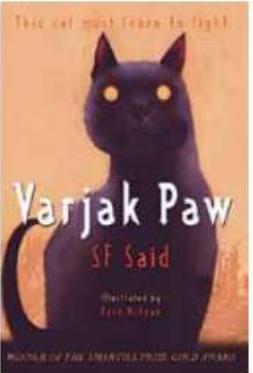
Upper Key Stage 2 Curriculum Overview 2025-2026

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engage Activity			Visit to the Harley Foundation (Art)			
Inspire Day	Autumn Antics- Pumpkin Carving	Festival of Light Celebration		Female Inspire Event Easter Inspire	Eid celebration	Male Inspire Event
Forest Schools	<p>Forest School Safety; to co-construct safety rules for Forest School area.</p> <ul style="list-style-type: none"> ▪ Explore the area with reference to safe risk taking. <p>Structures:</p> <ul style="list-style-type: none"> ▪ Identifying natural materials. ▪ Identifying 3D shapes in natural objects. ▪ Constructing structures of different shapes and sizes. ▪ Constructing 3D shapes make structures. 	<p>Knots:</p> <ul style="list-style-type: none"> ▪ Learning to tie knots. ▪ Tying knots for different purposes. ▪ Using knots to strengthen structures. <p>Shelter:</p> <ul style="list-style-type: none"> ▪ Identify different animals/insects that use forest school. ▪ Identify how they shelter from dangers. ▪ Explore waterproof materials. ▪ Construct a shelter for yourself and for animals. 	<p>Fire lighting:</p> <ul style="list-style-type: none"> ▪ How to construct a safe fire. ▪ Identify materials needed to light a fire. ▪ Storage of materials. ▪ Construction of a fire pit area. ▪ Safety rules of fire pit area. 	<p>Plants:</p> <ul style="list-style-type: none"> ▪ Prepare vegetable beds. ▪ Sow seeds. ▪ Maintain veg beds. ▪ Pollination. ▪ What plants need to grow. 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Identify different materials ▪ Different materials. <p>Tools:</p> <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence: ▪ Safety rules for tool use. ▪ Identify uses for each tool. ▪ Using different tools safely. ▪ Construct a carved model/tool. 	<p>Food:</p> <ul style="list-style-type: none"> ▪ Identify sources of food. ▪ Harvest and identify foods from veg beds. ▪ Observational drawing of foods. ▪ Cook and eat foods harvested. ▪ Sell some foods.

Read Write Inc

Read Write Inc. is closely matched to the National Curriculum in England 2014.

Word Reading	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.		
Comprehension	Develop pleasure in reading. Daily BSL stories, fiction and non fiction texts. Sequence events in stories. Make inferences and predictions		
Transcription	<p>Sounds are introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play ‘Fred Rhythms’ to learn to spell the words – encoding 2. Play ‘Fred Fingers’ to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p>		
Handwriting	Sit and hold pencil correctly.’ Begin to form lower case letters in correct direction.’ Capital letters.’ ‘Digits 0-9.		
Composition	Extended pieces of writing, applying developing phonic knowledge and language comprehension.		
Vocabulary grammar and punctuation	Children are taught to use capital letters at the start of sentences, for names and for the word ‘I’.		
Read Write Inc-Fresh Start	Texts matched to children’s increasing knowledge of phonics and ‘tricky’ words. Reading and Writing activities		
Reading	Father Grahame Baker-Smith	Tom’s Midnight Garden	Varjack Paw

		<p>Philipa Pearce</p> 	<p>SF Said</p> 	
<p>BSL</p>	<ul style="list-style-type: none"> • Describing people • Dinner Table Syndrome • Describing people in the community 	<ul style="list-style-type: none"> • Daily Routine: Numbers and timeline • Hobbies and Interests : Complex • Sports: Complex 	<ul style="list-style-type: none"> • BSL in conversation • Deaf Careers in the community 	<p><u>Deaf Inspirations:</u></p> <p>Project topic TBC</p>
<p>SaLT</p>				
<p>Language for Thinking Blanks 3 and 4</p>				
<p>Social Communication</p>				
<p>Stories and Personal Narratives</p>				
<p>Vocabulary Spoken/Written</p>				
<p>Sentence Construction Spoken/Written</p>				

Speech Spoken/Written			
Language for Thinking Blanks 3 + 4			
Social Communication			
Stories and Personal Narratives			
Vocabulary Spoken/Written			
Sentence Construction Spoken/Written			
Speech Spoken/Written			

Maths

Maths	Place Value within 20	Addition and Subtraction within 20	Place Value within 50	Length and Height Mass and Volume	Multiplication and Division	Fractions
	Money	Time	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction

Science

Animals, including humans

- Know that young babies grow rapidly. They are very dependent on their parents. As they develop, they learn many skills.
- At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce

Properties and Changes of Materials

- Materials have different uses depending on their properties and state (liquid, solid, gas).
- Properties include hardness, transparency, electrical, thermal conductivity and attraction to magnets.
- Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.
- Mixtures can be separated by filtering, sieving, evaporation.
- Some changes to materials e.g. dissolving, mixing, changes of state are reversible, but some changes e.g. burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials, these are not reversible.

Earth and Space

- Know that the Sun is a star. It is at the centre of our solar system. There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365¼ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours.
- As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky. The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical.

Forces

- A force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance and that it pulls everything to Earth This causes unsupported objects to fall.
- Air resistance, water resistance and friction are contact forces that act between moving surfaces.
- A mechanism is a device that allows a small force to be increased to a larger force.
- The pay back is that it requires a greater movement. The small force moves a long
- Demonstrate the effect of gravity acting on an unsupported object
- Give examples of friction, water resistance and air resistance
- Give examples of when it is beneficial to have high or low friction, water resistance and air resistance
- Demonstrate how pulleys, levers and gears work distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. Pulleys,

Living Things and Habitats

- As part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg.
- Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.
- Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.

				levers and gears are all mechanisms, also known as simple machines.	
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History	Empire	Victorians	Victorian medicine	WW1	WW2
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Geography	Longitude Latitude Atlas skills Time Zones Climate/ Seasons	Biomes – Polar regions, Hot deserts, Forests, Grasslands, Seas and Oceans. Vegetation Belts Map skills	Brazil/ () Comparing the UK with Brazil Weather and Climate Human and Physical features-landmarks.
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<p style="text-align: center;">Art & Design</p>	<p>Andy Warhol</p> <p>Make a Pop Art screen print inspired by 'Globetrotting USA' activity</p> <p>Printing:</p> <ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists <p>Pattern:</p> <ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes 	<p>Frida Kahlo self portrait</p> <p>Painting skills Research Evaluation Colour theory</p>	<p>Barbara Hepworth</p> <p>Sculpt wire animals inspired by Barbara Hepworth</p> <p>Explore shape and form</p>
<p style="text-align: center;">Design Technology Checked</p>	<p>The curriculum aims to develop pupil's creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Basic theory related learning in Y5/6 covers key aspects of materials technology, including woods, metal and plastics as well as health and safety. Pupils will make a variety of projects throughout the year selected from the list below.</p> <p>Spinning top – design and manufacture two spinning tops with launcher carefully considering shape and balance. Badge/Magnet – manufacture a school badge/magnet using aluminium sheet and then develop own badge/magnet idea. Catapult – manufacture a working catapult using simple traditional style wood joints to make a strong frame structure. Door sign - design and manufacture a personalised door sign for a bedroom using plywood and MDF. Dancing creature – create a moving creature using a crank box mechanism to turn rotary into reciprocating motion. Jitterbug – Introduction into simple circuits and electronics to create a simple vibrating bug from acrylic plastic. Swing creature – design and manufacture an old fashioned novelty toy using levers principles.</p>		

Food Technology

- Eat Well plate
- Food groups carbohydrate, proteins and fat.
- Name a range of cooking equipment.
- Name a range of cooking skills.

Practical work will include:

- Seasonal fruit and vegetable investigation
- Leek and mushroom pastries
- Blackberry and apple crumble.
- Butternut scones
- Butternut feta rolls
- Practical work will include:
 - Pumpkin soup
 - Sticky ginger buns
 - Chilli and Rice
 - Festive traditions

- Name a range of cooking equipment.
- Name a range of cooking skills.
- Food choices- What factors affect food choices?
- Naming ingredients used around the world
- Foods from animals.
- Foods from plants.

Practical work will include:

- Pancakes
- Spanakopita
- Chocolate investigation
- Lassi
- Beef and Black bean stir fry

- Name a range of cooking equipment.
- Name a range of cooking skills.
- Naming ingredients used around the world
- Foods from animals.
- Foods from plants.

Practical work will include:

- Calzone
- Tuna and broccoli pasta bake
- Roasted Vegetable lasagne
- Falafel
- New potatoes chives and mint dressing

Music

Exploring scales and melody

- Pupils will use scales to create a melodies featuring major, minor and pentatonic changes.
- Pupils will attempt to listen for the different between scales and certain intervals. Can they learn to hear the difference between intervals, deciding on higher or lower?
- Pupils will know more about the building blocks of all melody and the importance of established scales in Western music.

Music and Ceremonies

- Pupils will use their knowledge of scales and melodies to learn some famous melodies and musical ideas related to different ceremonies.
- Pupils will practice listening to melodies they play, being encouraged to comment on tempo and mood.
- Pupils will learn of the extent to which music is a natural part of everyday human ceremonies. They will use new knowledge of major and minor to learn about the intention and mood of melodies.

Melody, scales and chords: The Guitar Edition

- Pupils will learn some scalic and melodic ideas on the guitar, before moving on to basic chord shapes. As they do this, they will be learning to read the basics of tablature and chord charts.
- Pupils will use what they learn on the guitar to create and perform a chord progression of their own.
- Pupils will listen to notes on the guitar, attempting to listen and feel for difference.
- Pupils will have learned more about case and melody in a different instrumental context and will have been introduced to the concept of chords.

	<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills. Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year</p>					
<p>Computing</p>	<p>Communication and Networks</p> <ul style="list-style-type: none"> How search engines are used. <p>Information Technology Data</p> <ul style="list-style-type: none"> Use computer units (Byte to Petabyte) Data types, e.g. real numbers and Boolean <p>Programming and Development</p> <ul style="list-style-type: none"> Carries out SELECT, UPDATE, DELETE using SQL 	<p>Communication and Networks</p> <ul style="list-style-type: none"> The different network topologies <p>Information Technology Data</p> <ul style="list-style-type: none"> Bit patterns Binary Binary and file size ASCII code and Unicode 	<p>Hardware and Processing</p> <ul style="list-style-type: none"> The main internal parts of basic computer architecture. Application software and hardware The range of operating systems for the same hardware Advantages/disadvantages of each type of secondary storage. 	<p>Programming and Development</p> <ul style="list-style-type: none"> Construct static web pages using HTML and CSS <p>Communication and Networks Data</p> <ul style="list-style-type: none"> Data transmission and networks Cache URLs Internet Protocols DNS servers 	<p>Communication and Networks Information Technology Algorithms</p> <ul style="list-style-type: none"> Computer threats Computer attacks Algorithms and iteration Structured notation Trace tables 	<p>Programming and Development</p> <ul style="list-style-type: none"> High-level textual language Standard libraries A range of expressions A range of operators <p>Programming and Development Data</p> <ul style="list-style-type: none"> Different data types Casting Complex arithmetic operators (MOD, DIV, POW)
<p>Religious Education</p>	<p>What matters most to Christians and Humanists?</p> <p>Diwali- 21st October</p>	<p>What can be done to reduce racism? Can religion help?</p> <p>The Christmas Story</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Ramadan begins 18th Feb Eid- 20th March</p>	<p>What does it mean to be a Sikh in Britain today?</p> <p>The Easter Story</p>	<p>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>

<p style="text-align: center;">Physical Education</p>	<p>Striking and Fielding</p> <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ With a partner ▪ To self ▪ At different heights and distances <p>Intercept the ball</p> <ul style="list-style-type: none"> ▪ At different heights and angles <p>Batting</p> <p>Strike the ball</p> <ul style="list-style-type: none"> ▪ Different directions and different height. <p>Bowling</p> <ul style="list-style-type: none"> ▪ With accuracy and consistency ▪ Underarm bowl <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent ▪ When fielding cover all spaces and be aware of the batters strengths and cover areas <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules 	<p>Net/Wall games</p> <ul style="list-style-type: none"> ▪ Racket and ball coordination <p>Returning and controlling the ball</p> <ul style="list-style-type: none"> ▪ Over low, medium or high net. ▪ Varying the height and angle <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ Different heights and different angles ▪ Move confidently within the court area <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Outwit an opponent ▪ Positioning of the ball <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules 	<p>Trampolining and Gymnastics</p> <p>Performance of a range of gymnastics skills e.g.</p> <ul style="list-style-type: none"> ▪ Shapes – tuck, pike, straddle ▪ Rolls – forward, backward, log roll ▪ Twists – half and full ▪ Seated landing – seat, front <p>Sequences</p> <ul style="list-style-type: none"> ▪ Creating sequences/routines <p>Body shapes</p> <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall <p>Balance</p> <ul style="list-style-type: none"> ▪ Greater degree of control and variety <p>Control</p> <ul style="list-style-type: none"> ▪ Change speed, direction and level of moves ▪ Travels fluently and with control. <p>Rotation taking weight)</p> <ul style="list-style-type: none"> ▪ Different body parts ▪ Different directions 	<p>Invasion Games and Skills</p> <p>Control and coordination</p> <ul style="list-style-type: none"> ▪ Dribbling, ▪ Passing ▪ Receiving <p>Movement with the ball</p> <ul style="list-style-type: none"> ▪ Dribbling (basketball and football) and running with the ball (rugby) <p>Footwork</p> <ul style="list-style-type: none"> ▪ Pivot <p>Attack and defence</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent <p>Team work</p> <ul style="list-style-type: none"> ▪ Listening ▪ Communicating ideas ▪ Working well with others <p>Tactics</p> <ul style="list-style-type: none"> ▪ Awareness of tactics of the game ▪ Understand and apply tactics of the game ▪ Understand and follow the rules 	<p>Dance Control and coordination.</p> <ul style="list-style-type: none"> ▪ Move with confidence and imagination ▪ Make more complex shapes with the body ▪ Change of speed, direction and level <p>Travel</p> <ul style="list-style-type: none"> ▪ On feet in a variety of ways hands ▪ other body parts <p>Perform</p> <ul style="list-style-type: none"> ▪ Demonstrate mood and feeling ▪ Create dance routine incorporating different elements. <p>A range of dance themes</p> <p>Cycling</p> <ul style="list-style-type: none"> ▪ Gain the confidence and skills to work towards riding a pedal bike independently 	<p>Athletics Track events</p> <p>Running</p> <ul style="list-style-type: none"> ▪ 25m ▪ 50m ▪ 75m ▪ 100m ▪ Relay <p>Field events</p> <ul style="list-style-type: none"> ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump <p>Explore travelling</p> <ul style="list-style-type: none"> ▪ Change body shape depending on the type of running event. ▪ Controlled take-offs and landings <p>Cycling</p> <ul style="list-style-type: none"> ▪ Gain the confidence and skills to work towards riding a pedal bike independently
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		<p>Swimming</p> <ul style="list-style-type: none"> ▪ Build water confidence ▪ Breathing ▪ Develop stroke technique ▪ Push and glides 			<p>Swimming</p> <ul style="list-style-type: none"> ▪ Introduce water safety skills ▪ Safe entries ▪ Sculling ▪ Treading water 	<p>Swimming</p> <ul style="list-style-type: none"> ▪ Basic skills needed to build swimming ability ▪ Streamlining strokes ▪ Swimming for distance
PSHE/Wellbeing						
PSHE/Wellbeing	<p>Relationships – How can friends communicate safely?</p> <ul style="list-style-type: none"> ▪ The different types of relationships people have in their lives ▪ How friends and family communicate together; how the internet and social media can be used positively ▪ How knowing someone online differs from knowing someone face-to-face ▪ how to recognise risk in relation to friendships and keeping safe ▪ The types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family ▪ How to respond if a friendship is making them feel worried, unsafe or uncomfortable ▪ how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>Health and Wellbeing – How can drugs/medicines common to everyday life affect health?</p>	<p>Health and Wellbeing – How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> ▪ How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions ▪ If someone has experienced a head injury, they should not be moved ▪ When it is appropriate to use first aid and the importance of seeking adult help ▪ The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services using BSL 999 <p>Health and wellbeing – Trust</p> <ul style="list-style-type: none"> ▪ Recognise that we do not have to trust someone just because they say we should ▪ Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise ▪ We should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. 	<p>Health and wellbeing – Keeping safe online</p> <ul style="list-style-type: none"> ▪ Simple ways of keeping safe online, such as using passwords or having adult help to access the internet ▪ There may be people online who do not have our best interests at heart ▪ Identify things that we should never share online without checking with a trusted adult first ▪ How other people's identity online can be different to what it actually is in real life ▪ How to respond if we're not sure if someone online is who they say they are ▪ Identify some benefits of balancing time on electronic devices with other activities <p>Relationships – kind and unkind behaviour?</p> <ul style="list-style-type: none"> ▪ What is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion) ▪ Recognise that this can happen online ▪ Describe and/or demonstrate what we can say or do if we or someone else is being bullied 			

	<ul style="list-style-type: none"> ▪ How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing ▪ Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). ▪ Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). ▪ Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). ▪ Describe how smoking and drinking alcohol can affect people's health, including age restrictions ▪ Identify whom we can talk to if we are worried about health. 	<ul style="list-style-type: none"> ▪ When and why to ask an adult for help if we're asked to share information or keep a secret 	
<p style="text-align: center;">Citizenship/ Careers</p>	<p>Health and Wellbeing – What makes up our identity?</p> <ul style="list-style-type: none"> ▪ how to recognise and respect similarities and differences (including deafness, communication) between people and what they have in common with others ▪ that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) ▪ families are different with regards to deaf identity <p>Health and Wellbeing – What makes up our identity?</p> <ul style="list-style-type: none"> ▪ how individuality and personal qualities make up someone's identity (including that gender identity) 	<p>Living in the wider world – What decisions can people make with money?</p> <ul style="list-style-type: none"> ▪ How people make decisions about spending and saving money and what influences them ▪ How to keep track of money so people know how much they have to spend or save ▪ How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) ▪ How to recognise what makes something 'value for money' and what this means to them 	<p>Living in the wider world – Looking after our environment</p> <ul style="list-style-type: none"> ▪ What is meant by sustainability ▪ What might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution) ▪ Contributing to the community/working together ▪ Participate in a whole school enterprise project which benefits the community/charity <p>Careers</p> <ul style="list-style-type: none"> ▪ My achievements this year ▪ The skills I have learnt ▪ What other skills I want to learn

	<p>is part of personal identity and for some people does not correspond with their biological sex)</p> <ul style="list-style-type: none">▪ about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others▪ how to challenge stereotypes and assumptions about others	<ul style="list-style-type: none">▪ There are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions others' feelings <p>Living in the wider world – What jobs would we like?</p> <ul style="list-style-type: none">▪ There is a broad range of different jobs and people often have more than one during their careers and over their lifetime▪ Some jobs are paid more than others and some may be voluntary (unpaid)▪ The skills, attributes, qualifications and training needed for different jobs▪ There are different ways into jobs and careers, including college, apprenticeships and university▪ How people choose a career/job and what influences their decision, including skills, interests and pay▪ How to question and challenge stereotypes about the types of jobs people can do▪ How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	<ul style="list-style-type: none">▪ Describe and demonstrate things we can do well and identify areas where we need help to develop▪ Identify hopes/wishes for our future lives
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