

Year 5 Skills Progression

Art and Design	Exploring and developing ideas (ONGOING)	Evaluating and developing work (ONGOING)	Drawing	Painting
	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.
	Printing	Textiles/collage	3 D form	Breadth of study
	<ul style="list-style-type: none"> • Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Design and Technology	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products (inc-food)	Evaluating processes and products
	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others

Geography	Geographical enquiry		Direction/Location	Drawing maps	Representation
	<ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 		<ul style="list-style-type: none"> • Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.
	Using maps	Scale/Distance	Perspective	Map Knowledge	Style of map
<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. River Nile.) 	<ul style="list-style-type: none"> • Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> • Identify significant places and environments 	<ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. 	

French	Listening and Speaking/Oracy	Reading and Writing/Literacy	Grammar
	<ul style="list-style-type: none"> • manipulate familiar language to present ideas and information in simple sentences; • present a range of ideas and information, using prompts, to a partner or a small group of people; • present a range of ideas and information, without prompts, to a partner or a group of people. • say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions. • recognise a familiar question and respond with a simple rehearsed response; • ask and answer a simple and familiar question with a response; • express simple opinions such as likes, dislikes and preferences; • ask and answer at least two simple and familiar questions with a response. • name objects and actions and may link words with a simple connective; • use familiar vocabulary to say a short sentence using a language scaffold; • speak about everyday activities and interests; • refer to recent experiences or future plans. • identify individual sounds in words and pronounce accurately when modelled; • start to recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions or give instructions; • show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<ul style="list-style-type: none"> • read and show understanding of simple sentences containing familiar and some unfamiliar language; • read and understand the main points from short, written material; • read and understand the main points and some detail from short, written material. • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions. • use strategies for memorisation of vocabulary; • make links with English or known language to work out the meaning of new words; • use context to predict the meaning of new words; • begin to use a bilingual dictionary to find the meaning of individual words in French and English. • identify individual sounds in words and pronounce accurately when modelled; • start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions; • show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. • write single familiar words from memory with understandable accuracy; • write familiar short phrases from memory with understandable accuracy; • replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<ul style="list-style-type: none"> • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • explain and use elision; state the differences and similarities with English; • recognise and use the simple future tense of a high frequency verb; compare with English; • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • recognise and use a high frequency verb in the perfect tense; compare with English; • follow a pattern to conjugate a regular verb in the present tense; • choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

History	Chronological understanding	Knowledge and understanding of Events, People and Changes in the Past	Historical Interpretations	Historical Investigations	Presenting, Organising and Communicating
	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Show good understanding of historical vocabulary Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing

RE	Beliefs and teachings (from various religions)	Rituals, ceremonies and lifestyles (from various religions)	How beliefs are expressed	Time to reflect and personal growth	Values (in your own life and others lives)
	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. 	<ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. 	<ul style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. 	<ul style="list-style-type: none"> explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others.

Music	Singing songs with control and using the voice expressively.	Listening, Memory and Movement.	Controlling pulse and rhythm
	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features. 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
	Exploring sounds, melody and accompaniment.	Control of instruments	Composition
	<ul style="list-style-type: none"> • Skills development for this element are to be found within 'Control of instruments' and 'Composition'. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds. 	<ul style="list-style-type: none"> • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Computing	Algorithms		Computational thinking		Problem solving	Networks: knowledge and understanding	Networks: using and applying
	<ul style="list-style-type: none"> With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions 		<ul style="list-style-type: none"> Use flowcharts and other diagrams to follow how a process or model works. 		<ul style="list-style-type: none"> Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed. 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory, backing storage and peripherals in a typical desktop computer. 	<ul style="list-style-type: none"> Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration.
	Digital literacy: knowledge and understanding	Digital literacy: using and applying	E-safety: personal knowledge and understanding		E-safety: responsibilities	Data: knowledge and understanding	Data: using and applying
<ul style="list-style-type: none"> Recognise the need for accuracy when searching for and selecting information. Use different sources to double check information found. 	<ul style="list-style-type: none"> Prepare and present information in a range of forms, using ICT safely and responsibly 	<ul style="list-style-type: none"> Judge what sort of privacy settings might be relevant for reducing different risks. Judge when to answer a question online and when not to. 		<ul style="list-style-type: none"> Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find and cite the web address for any information or resource found online. 	<ul style="list-style-type: none"> Describe how to check for and spot inaccurate data. Know which formulas to use to change a spreadsheet model. 	<ul style="list-style-type: none"> Create data collection forms and enter data from these accurately. Make graphs from the calculations on their own spreadsheet. 	

PSHE	Health and wellbeing				
	Healthy lifestyles (physical wellbeing)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs alcohol and tobacco
	<ul style="list-style-type: none"> • H1. how to make informed decisions about health • H2. about the elements of a balanced, healthy lifestyle • H3. about choices that support a healthy lifestyle, and recognise what might influence these • H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle • H5. about what good physical health means; how to recognise early signs of physical illness • H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 	<ul style="list-style-type: none"> • H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 	<ul style="list-style-type: none"> • H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • H26. that for some people gender identity does not correspond with their biological sex • H27. to recognise their individuality and personal qualities • H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 	<ul style="list-style-type: none"> • H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • H38. how to predict, assess and manage risk in different situations • H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about 	<ul style="list-style-type: none"> • H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); • H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

	<ul style="list-style-type: none"> • H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online • H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 	<ul style="list-style-type: none"> • H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • H24. problem-solving strategies for dealing 	<ul style="list-style-type: none"> • H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ • H34. about where to get more information, help and advice about growing and changing, especially about puberty • H35. about the new opportunities and responsibilities that increasing independence may bring • H36. strategies to manage transitions between classes and key stages 	<ul style="list-style-type: none"> • H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • H43. about what is meant by first aid; basic techniques for dealing with common injuries² • H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say • H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ 	<ul style="list-style-type: none"> • H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
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PSHE	Relationships				
	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
	<ul style="list-style-type: none"> • R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another 	<ul style="list-style-type: none"> • R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • R13. the importance of seeking support if feeling lonely or excluded • R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 	<ul style="list-style-type: none"> • R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • R21. about discrimination: what it means and how to challenge it 	<ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret 	<ul style="list-style-type: none"> • R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online • R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

	<ul style="list-style-type: none"> • R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 	<ul style="list-style-type: none"> • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R16. how friendships can change over time, about making new friends and the benefits of having different types of friends • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary 		<ul style="list-style-type: none"> • R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> • R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
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PSHE	Living in the wider world				
	Shared responsibilities	Communities	Media literacy and digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	<ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	<ul style="list-style-type: none"> • L11. recognise ways in which the internet and social media can be used both positively and negatively • L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13. about some of the different ways information and data is shared and used online, including for commercial purposes • L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 	<ul style="list-style-type: none"> • L17. about the different ways to pay for things and the choices people have about this • L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • L20. to recognise that people make spending decisions based on priorities, needs and wants • L21. different ways to keep track of money • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • L24. to identify the ways that money can impact on people's feelings and emotions 	<ul style="list-style-type: none"> • L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them • L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • L31. to identify the kind of job that they might like to do when they are older • L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)