

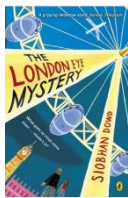

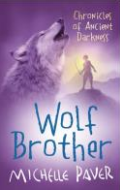



# West Cornforth Primary School Curriculum Framework Overview Year 5 2018-2019

	Autumn	Spring	Summer
<b>Theme</b>	<b>COUNTRIES AND CITIES OF THE WORLD</b>	<b>ANCIENT CIVILISATIONS - SHANG DYNASTY</b>	<b>EARTH MATTERS/ THE HISTORY OF SPACE TRAVEL</b>
<b>National and whole school events</b>	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community; caring for others, social responsibility - , Diversity - LGBT Road safety, sun safety, water safety- visitors.
<b>Experiential opportunities</b>	Theatre Visit Gurdwara Potential Visitor/ VISIT for RE: Cloud Singh North East Sikh Service <a href="mailto:northeastsikhservice@hotmail.com">northeastsikhservice@hotmail.com</a>	<b>Oriental Museum</b>	
<b>Parental involvement</b>	Times tables Spellings Reading	Times tables Spellings Reading Class assembly- The Shang Dynasty	Times tables Spellings Reading Class assembly- Marvellous mathematicians
<b>English</b>	Persuasion- Travel brochures for cities (Geography link) Persuasion Guide to the London Eye (Geography link) Explanation text -Air resistance (Science link) Non chronological report writing- Plastics (Science link) Poetry - slam poetry Classic poetry	Report writing- Global Warming (Geography link) Persuasive letter writing Fair Trade (Geography link) Recount - Diary of a day in the Shang Dynasty (History link) Descriptive writing Shang artefacts (History link) Report writing Shang beliefs (History link) Poetry- poetic style	Explanations- Life cycles (Science link) Explanations The route of a river (Geography link) Comparative reports Earth, Sun and Moon. (Science link) Biography -Neil Armstrong (Science/history link) Diary writing Tim Peake (Science) Debate Was space travel worth the cost? (History link) News report Moon landings (History link)



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			Poetry Debate poems
Quality texts	<p><b>The London Eye mystery</b></p>  <p>The reader is kept in suspense throughout this humorous adventure which centres around the capital's landmark visitor attraction. Ted and his sister Kat test out their theories and follow up clues to solve the inexplicable disappearance of their cousin Salim, who failed to re-emerge after boarding the London Eye. Through the character of Ted and his 'special brain which runs on its own unique operating system', we share the delights and frustrations of someone who thinks very literally.</p> <p><a href="#">Narrative text</a> <a href="#">Play scripts</a></p> <p><b>Pavee and the Buffer Girl</b> <b>Stories from other countries</b></p>  <p>Jim and his family have halted by Dundray and the education people have been round mouthing the law. In school the Traveller kids suffer at the hands of teachers and other pupils alike, called 'tinker-stinkers', 'dirty gyps' and worse. Then the punches start. The only friendly face is Kit, a settled girl who takes Jim under her wing and teaches him to read in the great cathedral chamber of the cave below the town. With Kit and the reading, Jim seems to have found a way to exist in Dundray, but everyday prejudice and a shocking act of violence see his life uprooted once again.</p>	 <p>Thousands of years ago, the land is one dark forest. Its people are hunter-gatherers. They know every tree and herb and they know how to survive in a time of enchantment and powerful magic. Until an ambitious and malevolent force conjures a demon: a demon so evil that it can be contained only in the body of a ferocious bear that will slay everything it sees, a demon determined to destroy the world. Only one boy can stop it - 12-year-old Torak, who has seen his father murdered by the bear. With his dying breath, Torak's father tells his son of his burden. He must lead the bear to the mountain of the World Spirit and beg that spirit's help to overcome it. A terrifying quest in a world of wolves, tree spirits and Hidden People, a world in which trusting a friend means risking your life.</p>	<p><b>Stories from other cultures</b></p>  <p>Inspired by the true story of an African childhood lived on the edge of destitution, award-winning Elizabeth Laird's <i>The Garbage King</i> takes readers on an unforgettable emotional journey.</p> <p>When Mamo's mother dies, he is abandoned in the shanties of Addis Ababa. Stolen by a child-trafficker and sold to a farmer, he is cruelly treated. Escaping back to the city, he meets another, very different runaway. Dani is rich, educated - and fleeing his tyrannical father. Together they join a gang of homeless street boys who survive only by mutual bonds of trust and total dependence on each other.</p> <p>Letter writing Diary writing</p>
Maths	<p>Lancashire Grid for Learning Curriculum 14</p> <p><a href="#">The world's tallest buildings (Measures) (DT link)</a></p> <p><a href="#">Mass and weight (Science link)</a></p> <p><a href="#">Measurement of forces to overcome friction (Science link)</a></p> <p><a href="#">Parachutes- Measures of time /area (Science link)</a></p> <p><a href="#">Line graph of area against time (Science link)</a></p>	<p>Lancashire Grid for Learning Curriculum 14</p> <p><a href="#">Measures-cooking and nutrition (DT link)</a></p>	<p>Lancashire Grid for Learning Curriculum 14</p> <p><a href="#">Distance of planets from the sun (Science link)</a></p> <p><a href="#">Time - day and night (Science link)</a></p> <p><a href="#">Lengths of rivers / heights of mountains (Geography link)</a></p>



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	Populations (Geography link) Time zones (Geography link)				
Science	<p><b>Forces and Motion</b> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Science through stories - See stem website</p> <p>The Tin Snail by Cameron McAllister provides a context for learning about forces and mechanisms, including levers, pulleys and gears.</p>	<p><b>Properties and changes of materials</b> I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p><b>Animals including humans</b> I can describe the changes as humans develop to old age. <b>Dropped from Y6 TT</b> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Science Stories Kensuke's Kingdom Pig Heart Boy</p> <p><b>Skills</b> <b>Discussing and Questioning:</b> Identify what may be changed in an investigation. <b>Use scientific vocabulary during discussions.</b> <b>Recording Charts and Graphs:</b> Record results using stick and line graphs, with whole-number scales. <b>Use a sensible range of results.</b> <b>Planning:</b> Plan an investigation in detail, including what to measure/observe, how to record. When a fair test is involved, they identify the key factors to be considered. <b>Evaluating Results:</b> Make further predictions and test them. <b>Scientists:</b> looking at the part science has played in the development of many useful things.</p>	<p><b>Living things and their habitats</b> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals. Beetle Boy provides a nice way to link to work on classification of invertebrates</p>	<p><b>Earth and Beyond</b> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Science through stories - See stem website</p> <p>George's Secret Key to the Universe is a fun read and contains lots of factual sections for help with teaching about the solar system.</p>
	<p><b>Skills</b> <b>Discussing and Questioning:</b> Recognise why it is important to collect data to answer questions. Use their experience to construct questions that can be investigated. <b>Observing and Measuring:</b> Take accurate measurements. <b>Predicting:</b> Predict outcomes, giving reasons based upon everyday experiences. <b>Planning:</b> Decide upon an appropriate approach. <b>Interpreting Results:</b> With help, start to identify simple patterns in results and graphs.</p>	<p><b>Skills</b> <b>Discussing and Questioning:</b> Show awareness that there may be a variety of ways to find the answer to a question. Identify questions that cannot be investigated. <b>Choosing an Approach:</b> Decide upon an appropriate approach to answer a scientific question. <b>Fair Testing:</b> Begin to realise that not all investigations involve fair testing. Identify which factors to keep the same. <b>Interpreting Results:</b> With help, start to identify simple patterns in results and graphs.</p>			



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	<b>Health and Safety:</b> recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.		Explain patterns using everyday language and knowledge.
<b>History</b>		<p>The study of a non-European society that provides contrast with British history - Ancient Civilizations - <b>Shang Dynasty</b>, and the achievements of this civilization.</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Begin to offer explanations about why people in the past acted as they did and use a greater depth of historical knowledge.</p> <p><b>Skills</b></p> <p>Begin to select information from different historical sources to form an investigation.</p> <p>Begin to produce structured work, with some reference to historical vocabulary and some dates.</p> <p>Use characteristics to identify changes within and across periods.</p> <p>Understand how some aspects from the past have been subject to different interpretations.</p>	<p>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <b>focus on the history of space travel and the significance on British and world history</b>. Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p><b>Skills</b></p> <p>Use skills gained to describe characteristic features of past societies and eras.</p> <p>Describe events and people.</p>
<b>Geography</b>	<p><b>Cities of the world</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Skills</b></p> <p>Offer explanations about the reasons for different and similar features.</p> <p>Offer reasons for their observations and judgements about places.</p> <p>Begin to suggest suitable geographical topics for study.</p>	<p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts and the water cycle.</p> <p>NB Moved from Summer to Spring (links to Science)</p> <p><b>Skills</b></p> <p>Begin to understand how physical and human processes can change the geographical and economic features of a location.</p> <p>Begin to comprehend how these changes can change the lives of people living there.</p> <p>Apply understanding, skills and knowledge acquired to study a range of places and environments</p>	<p><b>Human geography,</b></p> <p>including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Comparison and links to the UK.</p> <p>NB Moved from Spring to Summer (links to Science)</p> <p><b>Skills</b></p> <p>Use the skills acquired so far in different circumstances and in different types of geographical study.</p> <p>Begin to understand geographical patterns and the importance of location in the study of a place.</p> <p>Recognise physical and human processes.</p>
<b>D.T.</b>	<b>Structure</b> - compare buildings in different cities of the world.	<b>Cooking and nutrition</b> Chinese cookery/diet/nutrition. Understand the principles of a healthy diet.	<b>Mechanism</b> - Research, develop and make a space buggy. Ensure it is fit for purpose e.g. terrain



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<b>Art and Design</b>	<b>Painting &amp; Printing -</b>		<b>Textiles &amp; Collage:</b> Mosaic patterns - relate to decoration of Shang bronzes. Research and design a costume for Chinese New Year.		<b>Printing - fossils</b> <b>Drawing -</b> observational drawings and develop section details.  Peter Thorpe - space rocket art work. Learn about his work technique and methods. Screen print/chalk/paint Evaluate and analyse work.	
<b>PE</b>	Games Calling the Shots QCA  Gymnastics Acrobatic Gymnastics QCA	Games Fives and Threes Durham Dance	Dance What's So Funny? Durham  Gymnastics Assessing Level 3 / 4 Unit 5 Tasks 1 and 2 Durham	Games Runners Durham  Gymnastics	Games What a Racket! Durham Athletics 3 Jump Challenge QCA	Dance OAA Crystal Star Challenge QCA
<b>Music</b>	Charanga Unit 1 and 2 Unit 1: Don't Stop Believin' (ROCK) Unit 2: Five Gold Rings (CHRISTMAS)		Charange Unit Springs 1 : Classroom Jazz Charanga Unit Spring 2 : Benjamin Britten ( Western Classical Music)		Charanga Summer 1 Stop! Charanga Summer 2 Reflect, Rewind and Replay	
<b>R.E.</b>	What do Sikhs believe and how are these beliefs expressed?  What are the themes of Christmas?		What do we know about the Bible and why is it important to Christians?  Why is the Last Supper so important to Christians?		Islam Unit - What can we find out about a local Muslim community?  How and why do Muslims show care for others?  Why should people with religious faith care about the environment? (looking at prior understanding of Islam, Sikhism and Christianity and making links)	
<b>MFL</b>	Unit 10 Light Bulb Languages En route pour l'école On the way to school  Unit 11 Bon appétit Food and drink Understanding instructions Giving instructions		Unit 12 Light Bulb Languages The planets Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs Unit 13 The Four Seasons		Unit 14 Light Bulb Languages Beach scene * Responding to a painting * Writing and performing a poem	
<b>PHSCE/S MSC</b>	<b>Within class</b> <b>A new adventure and team.</b>		<b>Within class</b> Developing thinking skills and promoting fairness, equality		<b>Within class</b> Developing thinking skills and promoting fairness, equality and	



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	<p>Classroom charters, rights and responsibilities/ aspirations and targets.</p> <p>Developing thinking skills and promoting fairness, equality and openness through P4C sessions Macmillan coffee afternoon</p> <p><b>Forgiveness and friendships</b></p> <p><b>We've Got Rights!</b></p> <p><b>It's up for debate!</b></p> <p><b>Involvement:</b> working in secondary schools.</p> <p><b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>	<p>and openness through P4C sessions</p> <p>Bike ability training.</p> <p><b>Drugs Education</b></p> <p>Legal and illegal drugs</p> <p><b>Involvement-</b> secondary liaison, inter and intra school sporting events, school council, after school clubs.</p> <p><b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>	<p>openness through P4C sessions</p> <p>Community - caring for others, social responsibility- promoting good manners and positivity- Cathedral Leaver's event and performance.</p> <p><b>Safety First</b></p> <p>Emergency aid &amp; services</p> <p>Weighing up the risk</p> <p>Is it safe?</p> <p><b>Money, Money, Money!</b></p> <p>How much could I earn?</p> <p><b>What is debt? What is credit?</b></p> <p><b>Involvement:</b> secondary transfer, sporting events, after school clubs, Intergenerational Event.</p> <p><b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>
<p><b>Computing</b></p>	<p><b>Computer Science:</b></p> <p>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>I can solve problems in writing programs by decomposing them into smaller parts.</p> <p>Can write a simple program (e.g. slug trail in scratch - resources in shared area) which breaks a problem down into smaller pieces.</p> <p>Counting machine (resources on the shared area).</p> <p>I can simulate physical systems.</p> <p>Can write a simple program to control an object. (Micro bits - intermediate) <a href="https://makecode.microbit.org/lessons">https://makecode.microbit.org/lessons</a></p> <p>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>I can work with variables.</p> <p>Use a variable to keep a score in a game written in Scratch or Kodu.</p> <p>Crab Maze - Scratch (resources on shared area).</p> <p>I can work with different forms of input and output.</p>	<p><b>Computer Science -</b></p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>I can use selection and repetition in programs.</p> <p>Can use multiple loops e.g. <b>Create more complex 3D shapes.</b></p> <p><a href="http://code-it.co.uk/dlplanning/google/sketchup">http://code-it.co.uk/dlplanning/google/sketchup</a></p> <p>I can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</p> <p>Be able to explain how a simple program works.</p> <p><a href="#">Random Word Generator (resources on shared area) - English link.</a></p> <p><b>IT:</b></p> <p>I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>I can analyse and evaluate information and data.</p> <p>Is able to enter data into a pre-prepared spreadsheet to</p>	<p><b>Computer Science -</b></p> <p>I can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>I can understand the basic workings of computer networks including the internet.</p> <p>Can explain how data is broken into packets.</p> <p><a href="http://code-it.co.uk/dlplanning/webresearch/internet-research-skills">http://code-it.co.uk/dlplanning/webresearch/internet-research-skills</a></p> <p><a href="http://code-it.co.uk/dlplanning/spreadsheet/spreadsheet-maths-link">http://code-it.co.uk/dlplanning/spreadsheet/spreadsheet-maths link.</a></p> <p>I am able to communicate and collaborate using technology.</p> <p>Be able to work on a shared document.</p> <p><a href="http://code-it.co.uk/databases/">http://code-it.co.uk/databases/</a> Creating a database of real information to work on together - estate agents.</p> <p><b>IT:</b></p> <p>I can select, use and combine a variety of software (including</p>



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<p>Can use a variety of outputs, e.g. changing a score in a game and playing a sound. (Micro bits - intermediate)</p> <p><b>IT:</b> I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. I can combine a variety of software to accomplish given goals on a range of digital devices. Can independently use a software package e.g. word or publisher to create a brochure or flier. <a href="#">Create a brochure on tourist attractions in London.</a> <a href="#">Create a flier about different cities in the world.</a></p> <p><b>Digital Literacy:</b> <b>SWGFL</b> <a href="https://digital-literacy.org.uk/curriculum-overview.aspx/#yr5">https://digital-literacy.org.uk/curriculum-overview.aspx/#yr5</a> I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I can understand the importance of using technology respectfully and responsibly. Be aware of the risks posed by the misuse of technology e.g. oversharing of personal information.</p> <p>Lesson 3: You've Won a Prize <a href="#">English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</a></p> <p>I can understand the importance of using technology safely. Knows that some people on the internet may not be the people they claim to be.</p>	<p>answer simple questions. Look at geographical data in a spreadsheet - inputting trade amounts. <b>Maths - collecting and inputting data.</b></p> <p><b>Digital Literacy:</b> <b>SWGFL</b> <a href="https://digital-literacy.org.uk/curriculum-overview.aspx/#yr5">https://digital-literacy.org.uk/curriculum-overview.aspx/#yr5</a></p> <p>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>I can identify a range of ways to report concerns about content and contact. With support, knows how to screenshot and report bullying and block users.</p> <p>Lesson 1: Strong Password Idea: <a href="#">Create storyboard, script and animation short</a> to communicate 'Do's and don'ts for passwords' for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate.</p>	<p>internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. I can present data and information. Can independently create and show a simple presentation e.g. PowerPoint. <a href="#">Create and present a PowerPoint on the history of space travel.</a></p> <p><b>Digital Literacy:</b> <b>SWGFL</b> <a href="https://digital-literacy.org.uk/curriculum-overview.aspx/#yr5">https://digital-literacy.org.uk/curriculum-overview.aspx/#yr5</a></p> <p>I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Can use a search engine using appropriate key words to find information.</p> <p>Lesson 4: How to Cite a Site</p> <p>I can appreciate how search results are ranked. He/she is discerning in evaluating digital content. Be able to compare websites when finding information.</p> <p>Lesson 5: Picture Perfect Personal identities Understanding that identity is affected by a range of factors, including positive sense of self.</p>
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	Lesson 2: Digital Citizenship Quest		
Online Safety	<p><b>Self-Image and Identity</b> -I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context.</p> <p><b>Online Relationships</b> - I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p><b>Online Reputation</b> - I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p><b>Online Bullying</b> - I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. <b>Child line</b>).</p> <p><b>Managing Online Information</b> - I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results. I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. I understand the difference between online <b>mis-information</b> (inaccurate information distributed by accident) and <b>dis-information</b> (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a '<b>hoax</b>'. I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate or legal. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p><b>Health, Well-Being and Lifestyle</b> - I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p><b>Privacy and Security</b> - I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, <b>geolocation</b>) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p><b>Copyright and Ownership</b> - I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused.</p>





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