



# Cardiff University (Year 6) Yearly Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Autumn 1 Respect	Autumn 2 Pride	Spring 1 Inclusion	Spring 2 Challenge	Summer 1 Creativity	Summer 2 Resilience
<b>British Value Focus</b>	Rule of Law	Tolerance	Mutual Respect	Individual Liberty	Charitable	Democracy
<b>Links to Free to be</b>	<b>Gender-</b> similarities and differences <b>Equality-</b> Black History Month <b>Diversity-</b> Black History Month: celebrating differences	<b>Relationships-</b> RE Equality/Diversity: Tolerance/Acceptance <b>Diversity- Diversity-</b> Black History Month: celebrating differences	<b>Gender:</b> Role of men and woman in Roman Empire times compared to now.	<b>Diversity:</b> Religions, Beliefs and Diversity	<b>Differences:</b> Requirements of animals including humans	<b>Belonging and Acceptance-</b> Eng text: determination to get home and Kensuke to stay.
<b>Stimulus including Big Question</b>	<u>World War Two - Britain/North Finchley</u> 'Never in the field of human conflict was so much been owed by so many to so few' <b>What was the impact of the war on our local area and the country as a whole?</b>	<u>Germany in World War II</u> <b>What lessons can be learnt from the atrocities of World War II?</b>	<u>Romans</u> <b>Why was the Roman empire so successful and what evidence is left of it in Britain?</b>	<u>Comparing rural and urban localities.</u> <b>How, where and why does the world look different?</b>	<u>Natural Disasters</u> <b>What happens when the planet rocks the world?</b>	<u>Islands and explorers</u> <b>How has world been seen through different eyes?</b>
<b>Brilliant Beginnings, Marvellous Middles and Excellent Endings (including trips, visits and workshops).</b>	<b>BB:</b> Trip to the RAF museum <b>MM:</b> Baking War time recipes <b>EE:</b> Dress up day	<b>BB:</b> Looking at Art from WWII – creating a piece <b>MM:</b> Go to see the film 'Where Is Anne Frank?' <b>EE:</b> VE Day Street Party	<b>BB:</b> Play Roman Games <b>MM:</b> Make a model of a Roman Villa including prints made in art. <b>EE:</b> Trip/interactive session about the Romans.	<b>BB:</b> Local Fieldwork to develop skills. <b>MM:</b> Virtual trip to Italy? <b>EE:</b> Bear Grylls style survivor skills day in school.	<b>BB: Trip to Natural History Museum</b> <b>MM:</b> Watch 'Alice in Wonderland' <b>EE:</b> School Journey Trip	<b>BB:</b> Trip to Junior Citizenship Day <b>MM:</b> Fund-raiser task-mini fete for the rest of the school or something similar. <b>EE:</b> Leavers' Dinner and Dance
<b>Terrific Texts</b>	'Letters from the Lighthouse' by Emma Carroll	'The Boy in the Striped Pyjamas' John Boyne 'Once' – Morris Gleitzman	'Empire's End A Roman Story' by Leila Rasheed	The Explorer by Katherine Rundell	Alice in Wonderland by Lewis Carol	Kensuke's Kingdom by Michael Morpurgo

		Rose Blanche				
<b>Reading objectives throughout all terms</b>	<p>Continue to extend their growing knowledge of root words by identifying words in books they are reading and using knowledge to read them accurately, prefixes and suffixes (morphology and etymology), as listed in <b>English Appendix 1</b>, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -cial, -tial, -ent, -ence, -ency, -ablem -ce, -ge.</p> <p>Focus on new vocabulary including pronunciation and understanding meanings.</p> <p>Read aloud from a variety of genres with accuracy and appropriate expression, intonation, smoothness and volume for the text and phrasing including reading different dialects.</p> <p><b>Detect errors/ Make repair strategies</b> Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> <li>• make connections with prior reading and words with similar meanings or recognisable root words.</li> </ul> <p>Increase their familiarity with a wide range of books, including books from other cultures and traditions and retelling or summarising orally.</p>					
<b>Reading</b>	<p>Listen to, discuss and recognise features stories with historical settings, instructions for more complex tasks and poems with a variety of structures.</p> <p>Use mime, telephone conversations and paired improvisation to explore different characters and scenarios in texts.</p> <p>Retrieve, record and present information from non-fiction, answering questions worded in different ways but still requiring retrieval skills.</p> <p>Questions could include: 'Can ___ have more than one meaning?' 'What does the word ___ mean?'</p> <p><b>Background knowledge/Make connections</b> Draw on what they</p>	<p>Develop and confidently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Read words effortlessly, with automaticity and fluency.</p> <ul style="list-style-type: none"> <li>• Stop at full stops</li> <li>• Use expression where needed</li> <li>• Read words in italics with emphasis</li> </ul> <p>Initiate discussions on themes, preferences and dislikes around particular books and authors.</p> <p>Retrieve information from legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p>	<p>Develop and confidently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Use all letters in a word to decode unfamiliar words.</p> <p>Discuss what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> <p>Retrieve information from legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Use contents pages to select appropriate pages to retrieve information specific from.</p>	<p>Read words effortlessly, with automaticity and fluency.</p> <ul style="list-style-type: none"> <li>• Expression after commas and ellipses.</li> <li>• Clear reading of dialogue</li> </ul> <p>Expression, pace, phrasing, intonation and volume.</p> <p>Learn a wider range of poetry by heart.</p> <p>Poem types-see Genre Overview. Choose and learn two poems (classic and modern) to recite in the Northside Poetry Recital with the aim to participate in the PBYH competition.</p> <p>Listen to, discuss and recognise features of legends, letters of complaint, classic</p>	<p>Identify root words in books you are reading and use knowledge to read them accurately with their prefixes and suffixes. Use a dictionary. Understand new root words.</p> <p>Develop and confidently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Listen to, discuss and recognise the features of extended narratives based on literary heritage, newspaper reports, humorous/nonsense verse, stories with cliffhangers, biographies and poems of cautionary tales.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>Read words effortlessly, with automaticity and fluency.</p> <p>Read age-appropriate texts at a reasonable speaking pace e.g 900 words in ten minutes.</p> <p>Learn a wider range of poetry by heart.</p> <p>Listen to, discuss and recognise the features of extended narratives based on literary heritage, newspaper reports, humorous/nonsense verse, stories with cliffhangers, biographies and poems of cautionary tales.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books.</p>

	<p>already know or on background information, own experiences and vocabulary to show their understanding of:</p> <ul style="list-style-type: none"> <li>historical facts being used as a basis for narratives.</li> <li>how poets structure poems in ways for effect</li> <li>how instructions can be written in different ways but still include the key features.</li> </ul>	<p><b>Make predictions and ask questions/Think like a detective</b>  Predict what might happen using knowledge of previous chapters/similar narratives/texts and supporting with evidence.</p> <p><b>Identify important words/ Visualise where necessary</b>  Identify metaphors and similes chosen by the author to create images in the readers mind.</p> <p><b>Detect errors/ Make repair strategies</b>  Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> <li>make connections with prior reading and words with similar meanings or recognisable root words.</li> </ul>	<p><b>Background knowledge/Make connections</b>  Make inferences on the basis of what is being said and done.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their action.</p> <p>Recognise themes in what they read and link them to other texts read</p> <ul style="list-style-type: none"> <li>friendship, family and emotions</li> <li>diversity, inclusion, tolerance and challenges</li> <li>morals, decisions, consent and cultural awareness</li> </ul> <p><b>Make predictions and ask questions/Think like a detective</b>  Predict what might happen using knowledge of previous chapters/similar narratives/texts and supporting with evidence.</p> <p>Use PEE to make a point, provide evidence and explain their reasoning.</p>	<p>narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems</p> <p><b>Significant children's poet: Blake</b></p> <p>Know what information they need to look for before they begin to read about a subject/visit a place of interest by using reference books, information leaflets, programmes and websites etc.</p> <p><b>Background knowledge/Make connections</b>  Make inferences on the basis of what is being said and done.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their action.</p> <p>Recognise themes in what they read and link them to other texts read</p> <ul style="list-style-type: none"> <li>friendship, family and emotions</li> <li>diversity, inclusion, tolerance and challenges</li> <li>morals, decisions, consent and cultural awareness</li> </ul> <p>Engage in debates and provide reasoned justifications for their views.</p>	<p>making comparisons within and across books.</p> <p>Use PEE to make a point, provide evidence and explain their reasoning.</p> <p>Discuss viewpoints (both of authors and fictional characters) within and across more than one text.</p> <p>Engage in debates and provide reasoned justifications for their views.</p> <p>Retrieve information from extended narratives based on literary heritage, newspaper reports, humorous/nonsense poetry, stories with cliff-hangers, biographies and poems with cautionary tales.</p> <p>Continue to use contents and index pages to select appropriate pages to retrieve information from.</p> <p>Questions could include: Describe...Explain...Show an example where...  <b>Background knowledge/Make connections</b>  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and using this to infer the character's personality.</p> <p>Compare characters, consider different</p>	<p>Use PEE to make a point, provide evidence and explain their reasoning.</p> <p>Discuss viewpoints (both of authors and fictional characters) within and across more than one text.</p> <p>Retrieve information from extended narratives based on literary heritage, newspaper reports, humorous/nonsense poetry, stories with cliff-hangers, biographies and poems with cautionary tales.</p> <p><b>Make predictions and ask questions/Think like a detective</b>  Predict what might happen using knowledge of previous chapters/similar narratives/texts and supporting with evidence.</p>
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					accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.	
<b>English Genres and Features of Writing</b>	<p>Plan a piece of writing including features of more than genre e.g. character description in a letter.</p> <p>Make choices about the audience and purpose.</p> <p>Maintain author voice, tense and formality throughout a text to create and maintain cohesion and effect.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Use one word and single clause sentences for effect.</p> <p>Use repeated sentences to create atmosphere.</p> <p>Make choices about when to use expanded noun phrases to convey complicated information concisely.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Choose effective vocabulary and complex sentence structures</p> <p><b>Stories with historical settings</b> (recap on Year 5 objectives)</p> <p>Key features: different story openers. Building atmosphere and suspense.</p>	<p>Plan a piece of writing including features of more than genre</p> <p>Make choices about the audience and purpose.</p> <p>Maintain author voice, tense and formality throughout a text to create and maintain cohesion and effect.</p> <p><b>Play script for TV show - Horrible Histories</b></p> <p>Key features: Series of scenes. Full stage directions including scene setting. Comic content and atmosphere.</p> <p>Grammar: Use modal verbs. Use changes in tense for effect. Use prepositions for place and time.</p> <p>Punctuation: Use question and exclamation marks. Use apostrophes for contracted forms. Use commas for vocatives. Use brackets.</p> <p>Writing outcome: Horrible Histories tv show recorded and shared with other classes.</p> <p><b>Digital presentation of a visit or event</b></p> <p>Key features: written recount to be typed and shared on Teams-read out or printed. Write for parents to be able to view on Teams.</p>	<p>Plan a piece of writing including features of more than genre.</p> <p>Make choices about the audience and purpose.</p> <p>Maintain author voice, tense and formality throughout a text to create and maintain cohesion and effect.</p> <p>Identify how different authors use grammar and word choices for effect.</p> <p>Use a range of devices to build cohesion e.g. show not tell, maintaining author voice.</p> <p>Note and choose vocabulary and literacy devices for effect.</p> <p><b>Classic Tales (Alice in Wonderland)</b></p> <p>Key features: standard English. Dialogue to advance the action.</p> <p>Grammar: Use subjunctive form. Use adverbials.</p> <p>Punctuation: Use speech punctuation including interrupted speech. Use commas to punctuate adverbials.</p> <p>Writing outcome: write an extract in the style of Lewis Carroll.</p>	<p>Plan a piece of writing including features of more than genre</p> <p>Make choices about the audience and purpose.</p> <p>Maintain author voice, tense and formality throughout a text to create and maintain cohesion and effect.</p> <p>Note and choose vocabulary and literacy devices for effect.</p> <p><b>Stories from other cultures-TBC based on cohort.</b></p> <p>Key features: use dialogue to advance the action.</p> <p>Grammar: Use active and passive voice. Use different sentence lengths for effect.</p> <p>Punctuation: Use speech punctuation, accurately. Use semi-colons to join main clauses.</p> <p>Writing outcome: write a story from another culture using speech to advance the action.</p> <p>Choose and carefully use dialogue to advance the action.</p> <p>Use dialogue in different parts of a text e.g. to start a story.</p> <p>Choose and use fronted adverbials, where</p>	<p>Plan a piece of writing including features of more than genre</p> <p>Make choices about the audience and purpose.</p> <p>Maintain author voice, tense and formality throughout a text to create and maintain cohesion and effect.</p> <p><b>Traveller Tales</b></p> <p>Extended narrative based on literary heritage</p> <p>Dick Whittington-local link and Gulliver's Travels.</p> <p>Key features: use formal register. Main character on a journey to seek fortune with trials and tribulations. Character returns home with a skill or magical item.</p> <p>Grammar: Use active and passive voice. Use a variety of sentence lengths influenced by different literary styles (write in the style of another author).</p> <p>Punctuation: Use commas for different purposes, accurately.</p> <p>Writing outcome: Write an extended narrative based on GT and DW stories.</p> <p>Choose and carefully use dialogue to advance the action.</p>	<p>Plan a piece of writing including features of more than genre</p> <p>Make choices about the audience and purpose.</p> <p><b>Stories with flashbacks</b></p> <p>Key features: flashbacks in the middle of the story. Use it to help answer questions for the reader. Provide more information about something that's currently happening.</p> <p>Grammar and Punctuation: Class teachers to recap year 6 objectives and appropriate and plan to cover anything that has not yet been covered.</p> <p>Writing outcome: write a narrative with a flashback.</p> <p><b>Biography of a historical figure</b></p> <p>Key features: summary of main events in someone's life including achievements. Key influences. Use of passive voice.</p> <p>Grammar and Punctuation: Class teachers to recap year 6 objectives and appropriate and plan to cover anything that has not yet been covered.</p> <p>Writing outcome: write a biography of a famous person from history.</p>

	<p><b>Grammar:</b> identifying different types of nouns. Expanded noun phrases using different determiners and multiple adjectives. Use FANBOYS and ISAWAWABUB in complex and compound sentences.</p> <p><b>Punctuation:</b> commas to clarify ambiguity. Full stops, capital letters, exclamation and question marks. Semi-colons to join main clauses.</p> <p><b>Writing outcome:</b> alternative versions of a story read. Diary entries and letters from the perspective of different characters.</p> <p>Use a range of devices to build cohesion e.g. show not tell, maintaining author voice. Make choices about and using literary devices such as 'show not tell', varied sentence starters, addressing the audience and repetition.</p> <p><b>Instructions for more complex task</b></p> <p><b>Key features:</b> imperative verbs, fronted adverbials and use of varied sentence structures and organisational devices.</p> <p><b>Grammar:</b> Use rhetorical devices. Use a variety of sentence lengths and types for desired effect. Use of prepositions.</p> <p><b>Punctuation:</b> colons to introduce lists and bullet points for a list.</p> <p><b>Writing outcome:</b> Written instructions for building Anderson Shelters (History).</p>	<p><b>Grammar:</b> Use conjunctions to express time, cause, manner and effect. Use a variety of sentence lengths.</p> <p><b>Punctuation:</b> Use full stops and capital letters. Use dashes to mark additional information. Use commas after fronted adverbials.</p> <p><b>Writing outcome: create an typed version of a visit or an event.</b></p> <p>Choose effective vocabulary and complex sentence structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p><b>PWQPWQ</b> <b>(Phrase, Word, Question, Phrase, Word, Question)</b></p> <p><b>Key features:</b> use a mixture of words, phrases and questions for impact.</p> <p><b>Grammar:</b> Use modal verbs. Know the difference between phrases and clauses. Use noun phrases and prepositional phrases.</p> <p><b>Punctuation:</b> Use question marks. Use commas at the end of the first two lines.</p> <p><b>Writing outcome: write a PWQPWQ poem based on topic.</b></p> <p><b>Choose and use appropriate pronouns to avoid repetition.</b></p>	<p><b>Choose and carefully use dialogue to advance the action.</b></p> <p>Use dialogue in different parts of a text e.g. to start a story.</p> <p><b>Letter to an editor to state opinion.</b></p> <p><b>Key features:</b> formal register. Layout of formal letter. Paragraphing for different aspects of argument. Write from own viewpoint.</p> <p><b>Grammar:</b> Use changes in tenses. Use modal verbs-likelihood, ability and permission.</p> <p><b>Punctuation:</b> use commas for relative clauses. Use colons to express a reason.</p> <p><b>Writing outcome: Write letter to First News.</b></p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b>Classic Narrative Poetry</b> Metaphor poems-The Highwayman</p> <p><b>Key features:</b> Use of metaphors. Repeating structures in verses.</p> <p><b>Grammar:</b> Use adverbs to express time, cause, manner and effect.</p> <p><b>Punctuation:</b> use hyphens to create compound adjectives.</p> <p><b>Writing outcome: Write a class narrative poem with metaphors.</b></p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language</p>	<p>appropriate, to create atmosphere, engage the reader and to create author voice (barely alive, completely exhausted, out of breath, decidedly unimpressed, without warning).</p> <p><b>Balanced argument</b></p> <p><b>Key features:</b> explanation of different perspectives on an issue. Include a conclusion to summarise.</p> <p><b>Grammar:</b> Use modal verbs and adverbs to indicate degrees of possibility. Use connectives between sentences and paragraphs.</p> <p><b>Punctuation:</b> Use colons to express reasons. Use commas for items in a list.</p> <p><b>Writing outcome: write a balanced argument-linked to topic/foundation subjects.</b></p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b>Cautionary Tales (Performance Poetry)</b></p> <p><b>Key Objectives:</b> Read words effortlessly, with automaticity and fluency.</p> <ul style="list-style-type: none"> <li>• Expression after commas and ellipses.</li> <li>• Clear reading of dialogue</li> </ul> <p><b>Expression, pace, phrasing, intonation and volume.</b></p>	<p>Use dialogue in different parts of a text e.g. to start a story.</p> <p><b>Newspaper Report</b></p> <p><b>Key features:</b> Include punning headlines, witness quotes and subheadings. Use underlining and italicising.</p> <p><b>Grammar:</b> Use modal verbs. Use correct tenses. Use conjunctions, adverbs and preposition to express time and causes.</p> <p><b>Punctuation:</b> Use commas for relative clauses and adverbials. Use accurate speech punctuation.</p> <p><b>Writing outcome: Write a newspaper article for the rest of the school to read.</b></p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Choose effective vocabulary and complex sentence structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p><b>Humorous/Nonsense verse</b></p> <p><b>Key features:</b> Use the Jabberwocky. Use rhythm.</p> <p><b>Grammar:</b> Use active and passive voice. Use a variety of sentence lengths.</p> <p><b>Punctuation:</b> Use</p>	<p><b>Modern Version of classic poem Blake- A Poison Tree</b></p> <p><b>Key features:</b> use quatrains. Use AABB rhyme scheme. Use extended metaphor.</p> <p><b>Grammar and Punctuation:</b> Class teachers to recap year 6 objectives and appropriate and plan to cover anything that has not yet been covered.</p> <p><b>Writing outcome: write in the style of Blake-a moral tale.</b></p>
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	<p>Choose and use fronted adverbials, where appropriate, to create atmosphere, engage the reader and to create author voice (barely alive, completely exhausted, out of breath, decidedly unimpressed, without warning).</p> <p><b>Free verse poems about World War Two</b></p> <p><b>Key features:</b> No rhyme. Enjambment. 'In Mrs. Tilscher's Class' by Carol Ann Duffy.</p> <p><b>Grammar:</b> Use passive and active voice. Use accurate tenses, consistently. Use a variety of clauses for effect.</p> <p><b>Punctuation:</b> Use capital letters at the start of a sentence and not a line. Use semi-colons to join two main clauses. Use dashes for additional information.</p> <p><b>Writing outcome: write a free verse poem about World War Two from a character's perspective.</b></p>		<p>of speech and writing and choosing the appropriate register.</p>	<p>Learn a wider range of poetry by heart.</p> <p><b>Outcomes: Choose and learn two poems (classic and modern) to recite in the Northside Poetry Recital with the aim to participate in the Poetry By Heart competition.</b></p>	<p>exclamation marks. Use question marks. Use commas to clarify meaning.</p> <p><b>Writing outcome: write own version of Jabberwocky.</b></p>	
<p><b>Grammar</b></p>	<p>Recap on word classes and basic sentence structures. identifying different types of nouns. Expanded noun phrases using different determiners and multiple adjectives. Use FANBOYS and ISAWAWABUB in complex and compound sentences . Use rhetorical devices. Use a variety of sentence lengths and types for desired effect. Use of prepositions. Use passive and active voice. Use accurate tenses, consistently. Use</p>	<p>Recap on all taught last half term as well as teaching new objectives. Use modal verbs. Use changes in tense for effect. Use prepositions for place and time. Use conjunctions to express time, cause, manner and effect. Use a variety of sentence lengths. Use modal verbs. Know the difference between phrases and clauses. Use noun phrases and prepositional phrases. Pronouns to avoid repetition.</p>	<p>Identify subject, object and verb.</p> <p>Use modal verbs. Know the difference between phrases and clauses. Use noun phrases and prepositional phrases. Use changes in tenses. Use modal verbs-likelihood, ability and permission. Use adverbs to express time, cause, manner and effect. Accurate use of tenses. Formality, register and subjunctive form</p>	<p>Use active and passive voice. Use different sentence lengths for effect.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility. Use connectives between sentences and paragraphs. Accurate use of tenses.</p> <p>Recap on all grammar objectives taught so far.</p>	<p>Use active and passive voice. Commas to avoid ambiguity. Conjunctions. Tenses. Modal verbs. Prepositions and adverbials. Relative clauses. Recap on all previous objectives that are not fully understood.</p>	

	a variety of clauses for effect.					
<p><b>Spellings</b></p> <p><u>Learning and practising spellings strategies to teach:</u></p> <ul style="list-style-type: none"> <li>Identify the tricky part of the word</li> <li>Segmentation strategy</li> <li>Look, Say, Cover, Write, Check</li> <li>Rainbow write</li> <li>Saying the word in a funny way</li> <li>Using mnemonics</li> <li>Using spelling journals, word banks, the environment, a working wall.</li> <li>Word sort</li> <li>Which one looks right?</li> </ul> <p><u>Proofreading</u></p> <p>After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception/tricky words.</li> </ul>	<p><u>Revisit</u></p> <p>Strategies at the point of writing: Have a go.</p> <p>Words ending '-able/ably', '-ible/ibly'</p> <p><u>Rare GPCs</u></p> <p>Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><u>Word endings</u></p> <p>Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</p> <p>Revisit and revise words from Year 3/4 list (x30)</p> <p>Tests on the year 5/5 spelling words: 15 spellings per week.</p>	<p><u>Prefixes and suffixes</u></p> <p>Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p><u>Homophones</u></p> <p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>Revisit and revise words from Year 3/4 list (x30)</p>	<p><u>Revisit:</u></p> <p>Words containing the letter string '-ough'</p> <p><u>Homophones</u></p> <p>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</p> <p>All homophones from KS2</p> <p>Learn and test on Year 5/6 words (x30)</p>	<p><u>Word endings</u></p> <p>The /ʃəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)</p> <p>Learn and test on Year 5/6 words (x30)</p>	<p><u>Revisit:</u></p> <p>Spelling strategies at the point of writing</p> <p><u>Word endings</u></p> <p>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p><u>Homophones</u></p> <p>drafft/draught, dissent/descent, precede/proceed, wary/weary</p> <p><u>Rare GPCs</u></p> <p>Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p>	Revision of all spellings in Year 6 word list.
<b>Maths</b>	<p><b>Week 1: baseline and pre-block assessments.</b></p> <p><b>Place value (approx. 2weeks)</b></p> <p>Use negative numbers in context, and calculate intervals across zero.</p>	<p><b>Fractions A (approx. 2 weeks)</b></p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Counting in fractional</p>	<p>using old WRH info until new one released in November</p> <p><b>Ratio</b></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by</p>	<p><b>Fractions, decimals and percentages</b></p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p><b>Geometry-Shape</b></p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p> <p>Draw 2-D shapes using given dimensions and angles</p> <p>compare and classify</p>	

	<p>Count in a variety of different units-powers of 10 Read, write, order and compare numbers up to 10 000000 and determine the value of each digit Use a place value chart to explore the value of each digit and place value counters to represent each number. <b>Know that numbers are formed in bases of ten and repeated in HTOs.</b> Estimate numbers on a partially labelled number line Identify numbers using different representations</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>Round any whole number to a required degree of accuracy Solve problems which require answers to be rounded to specified degrees of accuracy Solve number and practical problems that involve all of the above place value knowledge</p>	<p>steps to recognise mixed numbers and improper fractions Use blank number lines to count in steps of mixed numbers and improper fractions Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>1. Equivalent fractions and simplifying</li> <li>2. Equivalent fractions on a number line</li> <li>3. Compare and order (denominator)</li> <li>4. Compare and order (numerator)</li> <li>5. Add and subtract simple fractions</li> <li>6. Add and subtract any two fractions</li> <li>7. Add mixed numbers</li> <li>8. Subtract mixed numbers</li> <li>9. Multi-step problems</li> </ol> <p>Post- assessment</p> <p><b>Fractions B (approx. 2 weeks)</b></p>	<p>using integer multiplication and division facts Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>1. Calculating ratio</li> <li>2. Using scale factor</li> <li>3. Calculating scale factor</li> </ol> <p>Post assessment</p> <p><b>Algebra (approx. 2 weeks)</b> Express missing number problems algebraically. Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables Use simple formulae <i>recognise when it is possible to use formulae for area and volume of shapes</i> Generate and describe linear number sequences</p> <p>Pre-assessment</p>	<p>Solve percentage, fraction and decimal problems Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Recall equivalent fractions, decimals and percentages including in different contexts Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)</p> <p><b>Areas, perimeter and volume</b> Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units such as mm<sup>3</sup> and km<sup>3</sup> . Recognise that shapes with the same areas can have different perimeters and vice versa. calculate the area of parallelograms and triangles Calculate, estimate and compare volume</p>	<p>geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>1. Angles-intro</li> <li>2. Recap-angles on a straight line</li> <li>3. Angles around a point</li> <li>4. Calculate angles</li> <li>5. Vertically opposite angles</li> <li>6. Angles in a triangle</li> <li>7. Angles in a</li> </ol>	
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	<p>Recall all multiplication and division facts fluently at speed up to 12 x 12</p> <ol style="list-style-type: none"> <li>Numbers to 1,000,000</li> <li>Numbers to 10,000,000</li> <li>Read and write numbers to 10,000,000</li> <li>Powers of 10</li> <li>Number line to 10,000,000</li> <li>Compare and order any integers</li> <li>Round any integers</li> <li>Negative numbers</li> </ol> <p>Lesson for post assessment to be planned in final week.</p> <p><b>Addition, subtraction, multiplication and division (approx. 5 weeks)</b>  Perform mental calculations, including with mixed operations and large numbers  Identify common factors, prime multiples and prime numbers  Use their knowledge of the order of operations to carry out calculations involving the four operations  Use estimation to check answers to</p>	<p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>1/4 \times 1/2 = 1/8</math>)  Multiply one-digit numbers with up to two decimal places by whole numbers  Divide proper fractions by whole numbers (e.g. <math>1/3 \div 2 = 1/6</math>)  Associate a fraction with division and calculate decimal equivalents (e.g. 0.375) for a simple fraction (e.g. <math>3/8</math>)  Use written division methods in cases where the answer has up to two decimal places</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>Multiply fractions by integers</li> <li>Multiply fractions by fractions</li> <li>Divide a fraction by an integer</li> <li>Divide any fraction by an integer</li> <li>Mixed questions with fractions</li> <li>Fraction of an amount</li> <li>Fraction of an</li> </ol>	<ol style="list-style-type: none"> <li>Find a rule-one step</li> <li>Find a rule-two step</li> <li>Forming expressions</li> <li>Substitution</li> <li>Formulae</li> <li>Forming equations</li> <li>Solve simple one-step equations</li> <li>Solve two-step equations</li> <li>Find pairs of values (1)</li> <li>Find pairs of values (2)</li> </ol> <p>Post assessment</p> <p><b>Decimals (approx. 2 weeks)</b>  Add and subtract decimal numbers (up to 2 decimal places) using column addition and subtraction  Count on in decimal steps  Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>3/8</math>)  Use written division methods in cases where the answer has up to two decimal places  Identify the value of each digit in numbers given to three decimal places.  Multiply one-digit</p>	<p>of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math>].  Recognise when it is possible to use formulae for area and volume of shapes  Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>Shapes-same area</li> <li>Area and perimeter</li> <li>Area of a triangle (1)</li> <li>Area of a triangle (2)</li> <li>Area of a triangle (3)</li> <li>Area of a parallelogram</li> <li>Recap – what is volume?</li> <li>Volume – counting cubes</li> <li>Volume of a cuboid</li> </ol> <p>Post assessment</p> <p><b>Statistics</b></p>	<p>triangle-special cases</p> <ol style="list-style-type: none"> <li>Angles in a triangle-missing angles</li> <li>Angles in special quadrilaterals</li> <li>Angles in regular polygons</li> <li>Draw shapes accurately</li> <li>Draw nets of 3D shapes</li> </ol> <p>Post assessment</p> <p><b>Geometry-Position and direction</b>  Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>The first quadrant</li> <li>Four quadrants</li> <li>Translation</li> <li>Reflections</li> </ol> <p>Post assessment</p> <p><u>Revision</u></p>	
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	<p>calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number.</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>1. Add and subtract integers</li> </ol>	<p>amount – find the whole</p> <p>Post assessment</p> <p><b>Converting measures/units</b></p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres.</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>1. Metric measures</li> <li>2. Convert metric measures</li> <li>3. Calculate with metric measures</li> <li>4. Miles and kilometres</li> <li>5. Imperial measures</li> <li>6. Solve problems</li> </ol>	<p>numbers with up to two decimal places by whole numbers</p> <p>Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p> <p>Identify the value of each digit to three decimal places (use place value counters) and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Pre-assessment</p> <p>Recap on rounding up to 2 d.p</p> <p>Recap on understanding thousandths</p> <ol style="list-style-type: none"> <li>1. To understand place value within 1</li> <li>2. To use place value for integers and decimals.</li> <li>3. To round decimals</li> <li>4. To add and subtract decimals.</li> <li>5. Multiply by 10, 100 and 1000</li> <li>6. Divide by 10, 100 and 1000</li> </ol>	<p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Pie charts and line graphs</p> <p>Calculate and interpret the mean as an average</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> <li>1. Read and interpret line graphs</li> <li>2. Draw line graphs</li> <li>3. Use line graphs to solve problems</li> <li>4. Circles</li> <li>5. Read and interpret pie charts</li> <li>6. Pie charts with percentages</li> <li>7. Draw pie charts</li> <li>8. The mean</li> </ol> <p>Post assessment</p>		
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	<ol style="list-style-type: none"> <li>2. Common factors</li> <li>3. Common multiples</li> <li>4. Rules of divisibility</li> <li>5. Primes to 100</li> <li>6. Square and cube numbers</li> <li>7. Multiply numbers up to 4 digits by 2 digits</li> <li>8. Solve problems with multiplication</li> <li>9. Short division</li> <li>10. Division using factors</li> <li>11. Introduction to long division</li> <li>12. Long division with remainders</li> <li>13. Solve problems with division</li> <li>14. Solve multi-step problems</li> <li>15. Order of operations</li> <li>16. Mental calculations and estimations</li> <li>17. Reason from known facts.</li> </ol> <p>Post assessments</p>	<p style="color: green;">including ones with conversions involved.</p> <p>Post assessments</p>	<ol style="list-style-type: none"> <li>7. Multiply decimals by integers</li> <li>8. Divide decimals by integers</li> <li>9. Multiply and divide decimals in context.</li> <li>10. Decimals as fractions</li> <li>11. Fractions to decimals (1)</li> <li>12. Fractions to decimals (2)</li> </ol> <p>Post assessment</p>			
<p><b>In all history topics:</b></p>	<p style="color: orange;">Order and interpret significant events, movements and dates on a timeline.</p> <p style="color: red;">Know the characteristic features of the past (beliefs, attitudes and experiences of men, women and children), demonstrating an understanding of historical changes and giving reasons for</p>					

	<p><b>continuity or change</b> – WW2, War in Nazi Germany, Romans</p> <p>Know and compare the social, ethical, cultural or religious diversity of past societies, recognising that not all views may be shared – WW2, War in Nazi Germany, Romans</p> <p>Have a broad overview of life in Britain and some major events from the rest of the world - WW2, War in Nazi Germany, Romans</p> <p>Recognise and use primary and secondary sources confidently. Select information from a range of sources asking valid questions about change and cause.</p> <p>Suggest possible omissions and the means of finding out more details.</p> <p>Use evidence to create a fluent account of an event.</p> <p>Make choices about how reliable sources are, by selecting and evaluating suitable primary and secondary sources.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>					
<p><b>History</b></p> <p><b>Society, Civilisation, Citizen, Freedom</b></p>	<p><b>World War Two</b>          Know the impact on trade (rationing).          Know about The Home Front- specifically the role of women.          Know that bombs were dropped in North Finchley and that Northside was used as a medical centre during the war.  <b>Know dates and terms when describing historical events.</b>          Know the dates of the war 1939-1945.  <b>Develop a chronologically</b></p>	<p><b>War in Nazi Germany</b>          Know who Hitler and the Nazi party were and their beliefs.          Know about anti-Semitism and the campaign against Jewish people.          Know about the Holocaust-including camps being liberated at the end of the war.          Know who Anne Frank was and her significance.  <b>Compare Britain and Germany in WW2.</b></p>	<p><b>The Roman Empire and its impact on Britain</b>  <b>Know dates and terms when describing historical events</b> Know the dates the Roman Empire were in Britain.          Know where the Roman Empire extended to.  <b>Understand the concept of continuity and change over time, representing them along with evidence.</b>          Know the different levels of society.          Know about Roman</p>			

	<p>secure knowledge and understanding of World War II-</p> <p>Know about the Blitz and the impact on London (including evacuation).</p> <p>Know historical facts about British history and its impact</p> <p>Plan and carry out an individual investigation surrounding a question posed by themselves.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural).</p> <p>Compare interpretations of history and consider ways of checking accuracy.</p> <p>Compare causes and consequences of main events and changes in history.</p>	<p>Use sources of evidence to deduce, justify and form hypotheses about the past-Anne Frank</p> <p>Understand and explain how some historical events occurred concurrently in different locations.</p> <p>Talk about different periods of history making connections, contrasts and trends over time.</p> <p>Use dates and terms accurately to describe events.</p> <p>Understand that people in the past have a point of view and that this can affect interpretation.</p> <p>Interpret how some of the things studied from the past affect and influence life today.</p> <p>Use original ways to present information and ideas (projects, motivational speeches, presentations).</p>	<p>villas.</p> <p>Know why Julius Caesar was famous.</p> <p>Develop a chronologically secure knowledge and understanding-</p> <p>Know when London was founded.</p> <p>Know about the significance of Roman Roads. Edgeware Road?</p> <p>Know why the Roman army was so successful.</p> <p>Know about the make-up of Roman army-learn about Roman soldiers who came from Africa.</p> <p>Understand and explain how some historical events occurred concurrently in different locations.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>			
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<p><b>Geography</b> Identity, settlement, sustainability, culture.</p>	<p>Name and locate the world's countries (based on children's origins), using maps to focus on <u>Europe</u> concentrating on environmental regions, key physical and human characteristics, countries and major cities. Links to WW2. Locate major cities in Europe. Use more detailed maps, atlases, globes and digital/computer mapping to locate countries in Europe concentrating on environmental regions.</p>			<p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in <u>Europe</u>. Compare Devon and Tuscany, Italy focusing on natural resources, tourism and trade.</p> <p>Know the key vocabulary including – physical geography: rivers, mountains, coasts, volcanoes &amp; earthquakes, biomes, climate zones, water cycle &amp; vegetation belts. Human geography: types of settlement, land use, distribution of natural resources including energy, food, minerals and water. Economic activity including trade links. Analyse and give views on the effectiveness of different representations of a location (such as aerial images compared with maps and topological maps) using key geographical vocabulary.</p> <p>Use different types of fieldwork sampling (random and</p>	<p>Describe and explain the processes that cause natural disasters.</p> <p>Use a range of geographical sources including photographs, maps, and globes to draw conclusions about the impact of natural disasters.</p> <p>Collect and analyse statistics and other information to draw conclusions about the impact of natural disasters.</p> <p>Discuss, debate and make decisions considering ethical, moral and cultural viewpoints in relation to natural disasters.</p> <p>Use key physical and human terminology when describing the local area studied in fieldwork. Explain how some of these have changed over time.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. Write comparatively to show the differences. Express own views about a place, people and</p>	<p>Know the location of the countries studied and describe their features.</p> <p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use more detailed atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use 8 compass points confidently and accurately; Use 6 figure co-ordinates confidently to locate features on a map. Use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data. Begin to draw maps of increasing complexity.</p> <p>Compare scales of maps. Use standard OS symbols and identify on small scale OS map.</p> <p>Know the human and physical features of</p>
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				<p>systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Make comparisons between rural and urban localities.</p> <p>Use a range of resources to describe and identify a location's key physical and human resources.</p> <p>Ask geographical questions about the differing localities.</p>	<p>environment. Understand how some of these aspects have changed over time.</p>	<p>urban and rural localities. Rural walk on School Journey. Compare Northamptonshire with Barnet.</p>
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>Science</b>	<p><b><u>Micro-Organisms</u></b></p> <p>Know that micro-organisms are often too small to be seen. Know that micro-organisms can cause food to decay. Know that food needs to be handled and stored with care.</p> <p>Know that there are very small organisms called micro-organisms which can be harmful.</p> <p>Know that scientific</p>	<p><b><u>Light</u></b></p> <p>Know that light appears to travel in straight lines. Know the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Know the different parts of the eyes and know the jobs. Make periscopes. Explain that we see things because light travels from light</p>	<p><b><u>Living Things and their habitats</u></b></p> <p>Know and describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Sheep, vines, goats, olive trees, leeks.</p> <p>Give reasons for classifying plants and</p>	<p><b><u>Animals including humans</u></b></p> <p>Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Circulatory system: bronchus, bronchiole, air sacs/alveoli, diaphragm, trachea, intercostal ribs and muscles, arteries, capillaries, veins.)</p>	<p><b><u>Evolution and Inheritance</u></b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Linked to dinosaurs and Mary Anning.</p> <p>Know that living things produce offspring of the same kind, but normally offspring vary</p>	<p><b><u>Electricity</u></b></p> <p>Know that the brightness of a bulb, or the volume of a buzzer, correlates with the voltage of cells used in the circuit. Know and can give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Know the effect of adding more components to a</p>

	<p>ideas about diseases can be based on evidence. Know that micro-organisms feed and grow.</p>	<p>sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Observe how light behaves, including light sources, reflection and refraction. Investigate the relationship between light sources, objects and shadows e.g. by using shadow puppets. Investigate and experience a range of interesting aspects of light such as rainbows, colours on soap bubbles, objects looking bent in water and white light being split by prisms.</p>	<p>animals based on specific characteristics</p> <p>Devise classification systems and keys to identify some animals and plants in the immediate environment.</p> <p>Observe and how different animals reproduce and grow.</p> <p>Explore the work of scientists and scientific research.</p> <p>Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar, scatter and line graphs.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.</p> <p>Know and describe the ways in which nutrients and water are transported within animals, including humans. Revision of digestive system Know the circulation system in fish, insects and foxes.</p> <p>Compare how different animals reproduce and grow.</p> <p>Explore the work of scientists and scientific research (including historical sources, e.g. the work of John Boyd Orr) about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Collect data and create guidance for younger children about how bodies work and how to keep them healthy.</p> <p>Use secondary sources to research the circulatory system. Identify how the main organs of the body fit together and function</p> <p>Compare the effect</p>	<p>and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Follow lines of enquiry to support explanation of the process of evolution. Demonstrate an understanding, with specific examples, of how an animal or plant has evolved over time e.g. penguin, peppered moth. Identify characteristics that will make a plant or animal suited or not suited to a particular habitat. Compare the ideas of Charles Darwin and Alfred Wallace on evolution. Research the work of Mary Anning and understand how this provided evidence of evolution. Referring to and using examples of fossil evidence that support the theory of evolution.</p>	<p>circuit with one cell and the effect of adding multiple cells. Know and can use the recognised symbols to represent a simple (series) circuit in a diagram. Draw circuit diagrams of a range of simple series circuits, using recognised symbols. Communicate structures of circuits using circuit diagrams with recognised symbols Make electric circuits and demonstrate, following investigation, how variation in the working of particular components can be changed. Plan and select resources for a fair scientific enquiry, deciding which variables to control. Record results from an experiment using tables and graphs Evaluate and explain their investigation, results and conclusions</p>
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				<p>of different types of activity on pulse rate and breathing rate.</p> <p>Compare the organ systems of the human body with the organ systems of a variety of animals, asking pertinent questions and suggesting reasons for similarities and differences.</p>		
<b>Computing</b>	<p>6.4 Appreciate that computer networks transmit and receive information digitally.</p> <p>Understand the basic hardware needed for networks to work.</p> <p>Understand the key features of internet communication protocols.</p> <p>Develop a basic understanding of domain names are converted to numerical IP addresses.</p> <p>Show the route that packets of data take across the internet.</p> <p>Understand that domain names are converted to numbers.</p> <p>Google Slides or MS Powerpoint for</p>	<p>6.3 We are market researchers Think critically about how video is used to promote a cause.</p> <p>Storyboard an effective Horrible Histories clip.</p> <p>Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights.</p> <p>Work collaboratively to edit the assembled content to make an effective advert.</p> <p>Import video footage into editing software.</p> <p>Use snipping and cutting tools in film strip.</p> <p>Use captions and filters.</p> <p>Google account so</p>	<p>6.6 We are marketers Manage or contribute to large collaborative projects, facilitated using online tools.</p> <p>Write and review content.</p> <p>Source digital media while demonstrating safe, respectful and responsible use.</p> <p>Design and produce a high-quality print document.</p> <p>Use collaborative software to plan and create content.</p> <p>Evaluate digital design.</p> <p>Microsoft Publisher , Google Sites/Word Press (web development programs) (It requires google logins)</p>	<p>Presentation software: Google Slides or MS PowerPoint</p> <p>6.5 Name hardware that connects computers.</p> <p>Understand that domain names are converted to numbers.</p> <p>Show how computers are linked together.</p> <p>Use online tools to plan a route to a location.</p> <p>Use GPS data and add a track log to a map.</p>	<p>6.1 We are app planners Learn some of the syntax of text based programming language. Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list.</p> <p>Plan a text based adventure with multiple rooms and user interactions.</p> <p>Thoroughly debug the program.0</p> <p>Plan a text based game.</p> <p>Use procedures in python.</p> <p>Use variables and selection in python.</p>	<p>6.2 We are project managers Develop the ability to reason logically about algorithms.</p> <p>Understand how some key algorithms can be expressed as programs.</p> <p>Understand that some algorithms are more efficient than others for the same problem.</p> <p>Understand common algorithms for sorting and searching.</p> <p>Appreciate algorithmic approaches to problems in maths.</p> <p>Use an algorithm for a random, linear and binary searches. Record an algorithm for sorting.</p> <p>Laptops/computers, Microsoft word if using</p>

	wireframing. Pixlr X (Free online resource) for image editing	pupils can access Google Forms.  Word processing software: Google docs, or MS word				a PC or Google documents if using an Ipad (requires Google account)
<b>Music</b>	<p>Learn to play the Ukulele Play musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. .</p> <p>Understand how to strum a variety of chords and finger pick Learn to read TAB music notation Demonstrate musical quality e.g. clear starts, ends of phrases, technical accuracy.</p> <p>Play various tunes in unison, parts and solos Perform with increasing fluency, control and musical expression. Use sounds, and instruments in creative ways.</p> <p>Improvise using up to three or more notes with greater confidence.</p>	<p>Ukulele lessons continue Play musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. Play and perform with fluency, control and expression. Demonstrate musical quality e.g. clear starts, ends of phrases, technical accuracy.</p> <p>Learn to sing the Beatles song Here Comes the Sun. Develop understanding of the history of music from different cultures, traditions and musicians - styles include: <b>Pop</b></p> <p>Understand the importance of tuning.</p> <p>Learn different rhythms and time changes within the song Be able to explain to others how these dimensions work in music. Be able to give</p>	<p>Children to learn a complete Samba piece Develop understanding of the history of music from different cultures, traditions and musicians - styles include: <b>Samba</b></p> <p>Be able to give examples of the musical elements and how music can reflect different meanings</p> <p>Work on call and response, main groove and break. Be able to interpret a song musically, with clear expression. Know how to play part in a range of solo and ensemble contexts.</p> <p>Perform with increasing fluency, control and musical expression.</p> <p>Body Percussion Games Be able to explain to others how these dimensions work in</p>	<p>Work on composition of a complete Samba piece Create and lead rhythms and pitches with confidence.</p> <p>Use voice, sounds, technology and instruments in creative ways</p> <p>Develop basic music production techniques using BandLab Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation.</p> <p>Be able to give examples of the musical elements and how music can reflect different meanings</p> <p>Effectively create an original track using audio samples Show how pulse, rhythm and pitch, dynamics and tempo work together Combine sets of audio samples that work well together Use voice, sounds,</p>	<p>Finish off Music Production pieces. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation.</p> <p>Be able to give examples of the musical elements and how music can reflect different meanings.</p> <p>Start to learn songs for End of Year production Be able to explain to others how these dimensions work in music. Sing together with confidence, with increasingly difficult melody and words</p> <p>Focus on accurate singing and using dynamics and expression for performance Create and lead rhythms and pitches with confidence.</p> <p>Singing in unison, solos and duets Use voice in creative</p>	<p>Learn Production songs for performance, singing in unison, harmonies, solo and group parts with expression and dynamics. Be able to interpret a song musically, with clear expression. Know how to play part in a range of solo and ensemble contexts.</p> <p>Deeper understanding of melody, words and their importance</p> <p>Use of warm ups, good singing posture and breathing.</p> <p>Sing together with confidence, with increasingly difficult melody and words</p> <p>Follow a leader with confidence and ease, perhaps lead the group.</p> <p>Play and perform with fluency, control and expression.  Demonstrate</p>

		<p>examples of the musical elements and how music can reflect different meanings</p> <p>Learn to sing Lashonilanga, clapping rhythms and percussion parts Follow a leader with confidence and ease, perhaps lead the group. Show how pulse, rhythm and pitch, dynamics and tempo work together Singing in Unison and in parts. Use voice and instruments in creative ways.</p> <p>Singing with expression and dynamics Sing together with confidence, with increasingly difficult melody and words</p> <p>Perform with increasing fluency, control and musical expression.</p>	<p>music.</p> <p>Be able to arrange and structure a composition</p> <p>Use voice, sounds, technology and instruments in creative ways. Create and lead rhythms and pitches with confidence.</p> <p>Musically demonstrate and use of the musical elements including dynamics Show how pulse, rhythm and pitch, dynamics and tempo work together</p> <p>Evaluate the success of a musical creation and suggest improvements, based on intended outcomes.</p> <p>To create increasingly complicated rhythmic and melodic phrases as part of a group performance.</p>	<p>technology and instruments in creative ways.</p> <p>Be able to arrange and structure a composition Create and lead rhythms and pitches with confidence.</p> <p>Musically demonstrate an understanding and use of the musical elements.</p> <p>Evaluate their musical creation and suggest improvements. Be able to interpret a song musically, with clear expression.</p> <p>Perform with increasing fluency, control and musical expression.</p> <p>To create increasingly complicated rhythmic and melodic phrases as part of a group performance.</p>	<p>ways.</p> <p>Sing together with confidence, with increasingly difficult melody and words</p> <p>Follow a leader with confidence and ease, perhaps lead the group.</p> <p>Perform with increasing fluency, control and musical expression.</p>	<p>musical quality e.g. clear starts, ends of phrases, technical accuracy. Improvise using up to three or more notes with greater confidence.</p>
<p><b>French objectives across the year</b></p>	<p>Ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others. Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. Pronounce a range of phonic sounds accurately.</p> <p>Understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly e.g. about weekend activities, healthy eating and clothes.</p>					

	<p>Read words and phrases aloud applying a range of phonics knowledge.          Understand a text made up of short sentences with familiar language.          Spot new words in a text made up of familiar material and use surrounding words to guess their meaning.          Use a bi-lingual dictionary or word list to look up unknown words.</p> <p>Write single words with understandable spelling.          Write simple sentences from a familiar topic with reasonable spelling.          Write sentences on a few topics using a model, a writing frame or sentence starters.          Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>					
<b>French topics and vocabulary</b>	<p><b>The Hungry Caterpillar</b></p> <p>Read The Two Frogs in French          Write own comic, using adjectives in correct place, that agree with gender, singular and plural.</p> <p>Read The Hungry Caterpillar in French          Write own story about a hungry animal using descriptive language and new vocabulary</p>	<p><b>Clothes</b></p> <p>Describe clothes for different weather – il porte une echarpe quand il neige</p> <p>Vocabulary          Je porte ...          Conjugate a regular Verb – porter          Listening exercise</p> <p>Assessment</p>	<p><b>Write to pan pals and Verbs</b></p> <p>Revise describing myself          Eg. je m'apelle, j'ai onze ans, j'ai deux freres, ils s'appellent...</p> <p><b>Presentations</b></p> <p>Revise pronouns and conjugate verbs :</p> <p>Avoir (to have)- j'ai, tu as, il a, nous avons</p> <p>Etre (to be) – je suis, tu es, il est, nous sommes</p> <p>Revise dates (and festivals)</p>	<p><b>Le Weekend</b></p> <p>Telling the time – e.g. il est deux heures et demi,          Activities – e.g. je fais du judo, je mange mon petit dejeuner          Connectives e.g. finalement, apres, aussi</p> <p>a dix heures je me leve et je fais du promenade. Apres je vais au cinema</p>	<p><b>Healthy lifestyle</b></p> <p>Healthy and unhealthy food and drink – e.g. du lait ecreme, du pain complet, de la viande rouge</p> <p>Healthy and unhealthy activities – je ne regarde pas la television, le fais des promenades</p> <p>Negative phrases – je ne mange pas le chocolat parce que c'est mauvais pour ma sante</p>	<p><b>Write to pen pals and presentations</b></p> <p>Write pen pal letters – describe what they do at the weekend and healthy habits</p> <p>Final Presentations</p> <p>Revise 30-100          Revise weather          Crepe Party</p>
<b>Art</b>	<p><b>Drawing-propaganda posters</b></p> <p>Work in a sustained and independent way to develop their own style of drawing.          Draw using your own style through the development of: line, tone, pattern, texture.          Draw for a sustained period of time over a</p>		<p><b>Print-making</b></p> <p>Know techniques and processes in printing</p> <p>Key Vocabulary: Print          Paint Ink Press          Rubbings Pattern          Texture Lines Tones          Collograph Stencil          Polyblocks Design          Cutting Carving Lino</p>	<p><b>Textiles</b></p> <p>Know more than one sewing stitch          Name a range of different materials.</p> <p>Key Vocabulary:          Dyeing weaving          threading          Joining sewing stitches          running stitch cross stitch straight stitch</p>		

	<p>number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p>		<p><b>Printing block</b></p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>	<p><b>Overlap layers</b></p> <p>Be able to use a number of different stitches creatively to produce different patterns and textures.</p> <p>Be able to work in 2D and 3D as required.</p> <p>Be able to plan and decorate a fabric piece.</p> <p>Be able to recognise different forms of textiles and express opinions on them.</p> <p>Be able to discuss how they might develop their work further.</p> <p>Possible artists: Valerie Goodwin and fabrics from other countries</p>		
<b>D&amp;T</b>		<p><b>Frame Structures:</b></p> <p>Know the names of tools and know how to use tools safely.</p> <p>Make Anderson Shelters prototypes (protecting an egg).</p> <p>Key Vocabulary: Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief</p> <p>Know how to stiffen, strengthen and reinforce a range of 3-D frameworks</p>			<p><b>Textiles</b></p> <p>Know what accuracy in measurement is.</p> <p>Know different fastening types.</p> <p>Make a pencil case.</p> <p>Key Vocabulary: Applique, annotate, evaluate, innovation, functionality, renewable, authentic, chain stitch</p> <p>Identify a 3D textile product</p> <p>Know when to combine multiple different fabrics to create a 3D product</p> <p>Know how to follow</p>	<p><b>Electrical Systems</b></p> <p>Know why materials make good conductors and insulators</p> <p>Know what faults are</p> <p>Make a moving fairground ride.</p> <p>Key Vocabulary: Light dependent resistor, interface control, micro switch, latching switch</p> <p>Know how to incorporate simple self-made switches in a circuit.</p> <p>Know how to test</p>

		<p>Know which materials are best suited to stiffen and reinforce by selecting them due to their properties</p> <p>Know which shapes are the strongest and will support the most weight in a structure</p> <p>Know how to use a range of tools i.e. junior hacksaws, G-clamps, bench hooks, hand drills safely</p> <p>Know some simple facts about more than one structural engineer (i.e. Gustavo Eiffel, Peter Rice, Fazlur Khan)</p>			<p><b>relevant health and safety</b></p> <p>Know what a questionnaire is and how it can help with product design (children could create a simple questionnaire which could then be used to form a design brief)</p> <p>Know how to test fabrics in order to select them for use</p> <p>Know how to analyse existing products and report what joining/fastening methods and multiple pieces have been used</p> <p>Know some key dates in the development of fabric and textiles (i.e. 6000BC woven textiles used to wrap the dead, 500-1000AD spinning wheel invented in India, 1890 first pair of jeans by Levi Strauss)</p>	<p>components in more complex circuits (series and parallel).</p> <p>Know how simple switches can be made.</p> <p>Know how to assess faults in their own electrical systems.</p> <p>Know how to test components in a simple series circuit.</p>
<b>PE Games</b>	<p><b>Handball</b></p> <p>Plan your pass before receiving the ball.</p> <p>Use a variety of passes in games.</p> <p>Know the second shooting technique.</p> <p>Play in full game play with positions.</p> <p>Discuss and</p>	<p><b>Hockey</b></p> <p>Choose and implement a range of strategies and tactics to attack and defend.</p> <p>Combine and perform more complex skills at great speed.</p> <p>Suggest and plan match positions and tactics as a small group.</p>	<p><b>Tag Rugby</b></p> <p>Know the defensive line, pushing up.</p> <p>Understand the back pass rule.</p> <p>Know 'Numbers ' – remove defensive players to make it easier to score.</p> <p>3v2 4v3 game play situation.</p>	<p><b>Cricket</b></p> <p>Short form cricket (kwik cricket.)</p> <p>Batting: Shot according to length of the delivery.</p> <p>Bowling: Overarm with run up.</p>	<p><b>Athletics</b></p> <p>Develop a hammer swing.</p> <p>Develop a javelin run up crossover.</p> <p>Use a shot putt glide.</p>	<p><b>Tennis</b></p>

	implement tactics. Nominate captains and take leadership of position.	Hit shot - Developing power in shooting.				
<b>Gymnastics</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>Dance</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>RE</b>	<p><b>RELIGION AND THE INDIVIDUAL ISLAM</b></p> <p>Understand what it means for an individual to belong to a faith.</p> <p>Understand how religious identity is developed through dress and personal symbols.</p> <p>Understand that there are similarities and differences in the ways in which faiths express and interpret these ideas.</p> <p>Explain the variety of ways in which commitment to a religion is shown.</p> <p>Reflect on similarities and differences between at least two religions in terms of commitment and expectation on the individual.</p>	<p><b>RELIGION AND THE INDIVIDUAL JUDAISM</b></p> <p>Understand how religious identity is developed through dress and personal symbols.</p> <p>Understand that there are similarities and differences in the ways in which faiths express and interpret these ideas-compare to Islam from last half term.</p> <p>Explain the variety of ways in which commitment to a religion is shown.</p> <p>Reflect on similarities and differences between at least two religions in terms of commitment and expectation on the individual.</p> <p>Understand and reflect on the</p>	<p><b>PILGRIMAGE AND SACRED PLACES CHRISTIANITY -link to Romans topic</b></p> <p>Understand why people make special journeys.</p> <p>Explore the variety and importance of sacred spaces in the local and wider community.</p> <p>Know why these places are of religious significance to the particular faith groups.</p> <p>Reflect on the important places in their own lives and why they are of significance.</p> <p>Investigate the many different pilgrimages that take place in both our contemporary world and in the past.</p> <p>Recognise that</p>	<p><b>PILGRIMAGE AND SACRED PLACES BUDDHISM</b></p> <p>Explore the variety and importance of sacred spaces in the local and wider community.</p> <p>Know why these places are of religious significance to the particular faith groups</p> <p>Investigate the many different pilgrimages that take place in both our contemporary world and in the past.</p> <p>Describe and comment on the stages of at least one pilgrimage, considering the significance of the pilgrim's actions/rituals.</p> <p>Consider and compare how places are deemed to be sacred in different</p>	<p><b>JOURNEY OF LIFE AND DEATH HINDUISM</b></p> <p>Understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>Understand the different beliefs about life after death and what teachings they are based upon.</p> <p>Study and reflect on the ways that religions see life as a journey.</p> <p>Analyse marriage and death ceremonies in at least two religions, looking at key symbols and concepts.</p> <p>Understand what rites of passage are important to religious believers and why.</p> <p>Outline religious and/or non-religious</p>	<p><b>JOURNEY OF LIFE AND DEATH SIKHISM</b></p> <p>Understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>Understand the different beliefs about life after death and what teachings they are based upon.</p> <p>Study and reflect on the ways that religions see life as a journey.</p> <p>Analyse marriage and death ceremonies in at least two religions, looking at key symbols and concepts.</p> <p>Outline religious and/or non-religious beliefs about life after death and compare to Hinduism-similarities and differences.</p>

	<p>Understand and reflect on the particular challenges of belonging to a minority religion Consider the positive aspects and challenges of following a religion.</p> <p>Reflect on why people belong to religions and consider the impact of religion on the lives of individuals and communities.</p> <p>Explain some of the challenges of living religiously in the contemporary world.</p>	<p>particular challenges of belonging to a minority religion-or one under persecution-link to Nazi Germany WWII topic.</p> <p>Reflect on why people belong to religions and consider the impact of religion on the lives of individuals and communities.</p> <p>Reflect on meaningful questions about who we are and where we belong.</p>	<p>religious commitment can be shown in a variety of ways.</p> <p>Investigate the significance of religion in local, national and global communities.</p> <p>Describe and comment on the stages of at least one pilgrimage, considering the significance of the pilgrim's actions/ rituals.</p> <p>Use religious and philosophical terminology and concepts to explain beliefs and value systems. Consider and compare how places are deemed to be sacred in different religions.</p> <p>Study the sacred places from at least two religions and identify the similarities and differences.</p> <p>Reflect on how journeys can change how people look at life.</p> <p>Listen to a visitor about going on a pilgrimage.</p>	<p>religions.</p> <p>Study the sacred places in Buddhism and compare to Christianity - identify the similarities and differences.</p>	<p>beliefs about life after death and comment on similarities and differences.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p>	<p>Express their own views on life after death, comparing their views to a particular religious perspective.</p> <p>Ask questions about and discuss their own views on the meaning and purpose of life.</p>
RSHE	<p><b><u>Respecting ourselves and others</u></b> Know how to listen to</p>	<p><b><u>Relationships Families and friendships</u></b></p>	<p><b><u>Living in a Wider World Media Literacy and digital resilience.</u></b></p>	<p><b><u>Belonging to a community</u></b> Recognise and</p>	<p><b><u>Health and Well-being Keeping Safe</u></b> Recognise how to</p>	<p><b><u>Physical health and mental well-being</u></b> Identify that</p>

	<p>and respect other points of view</p> <p>Identify how to constructively challenge points of view they disagree with</p> <p>-Participate effectively in discussions online and manage conflict or disagreements</p> <p><b>What Are You Staring At?</b> <b>Pete Wallis and Joseph Wilkins</b></p> <p><u><b>Relationships Families and friendships</b></u></p> <p>Recognise the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>-Recognise the qualities of healthy relationships that help individuals flourish</p> <p><b>In our Mothers' House</b> <b>Patricia Polacco</b></p>	<p>-Understand what it means to be attracted to someone and different kinds of loving relationships</p> <p>-Recognise ways in which couples show their love and commitment to one another</p> <p>-Understand what marriage and civil partnership means</p> <p><u><b>Safe Relationships</b></u></p> <p>Compare the features of a healthy and unhealthy friendship</p> <p>-Recognise what consent means and how to seek and give/not give permission in different situations</p> <p>Recognise how to assess the risk of different online 'challenges' and 'dares'</p> <p>-Identify strategies to respond to pressure from friends including online</p> <p>-Identify how to respond to pressure from others to do something unsafe and how to get advice and report concerns about personal safety, including online</p> <p><b>Book: Respect: Consent, Boundaries</b></p>	<p>Recognise how and why images online might be manipulated, altered, or faked</p> <p>-Identify reasons why some media and online content have age restrictions and regulations for use</p> <p>Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>- Recognise what is appropriate to share online including rules and laws relating to this</p> <p>-Identify the benefits of safe internet use and how to report inappropriate online content or contact</p>	<p>challenge stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>-Differentiate between prejudice and discrimination- ADHD</p> <p>-Recognise acts of discrimination and safely respond to and challenge discrimination</p> <p><b>Ruby Bridges</b> <b>Robert Coles</b> <b>-Little Leaders Bold Women in Black History</b> <b>Vashti Harrison</b> <u><b>Money and Work</b></u></p> <p>Recognise how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>-Identify how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>-Recognise the common risks associated with money e.g. debt, scams, stolen, fraud and gambling and how these put people at financial risk</p> <p><b>It's a No Money Day</b> <b>Kate Milner</b></p>	<p>protect personal information online</p> <p>-Identify types of images that are appropriate/not appropriate to share with others and what the impact of this might be</p> <p>-Identify how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>Recognise why people choose to use /not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>-Recognise mixed messages in the media relating to drug use and how they might influence opinions and decisions</p> <p>-Identify laws relating to drugs and how to ask for help if they have concerns about drug use</p> <p><b>Barney &amp; the Magic Mirror</b> <b>Police community Hub</b></p> <p><u><b>Physical health and mental well-being</b></u></p> <p>Recognise that anyone can be affected by mental ill-health and that negative experiences such as being bullied or feeling lonely can</p>	<p>balancing time online foster positive habits</p> <p>-Identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p><b>Goodbye boat</b> <b>Mary Joslin</b></p> <p><u><b>Growing and Changing</b></u></p> <p>Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <p>-Learn how pregnancy occurs</p> <p>-Identify the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p>-Learn practical strategies that can help to manage times of change, independence and transition into Y7</p> <p><b>That's my baby</b> <b>Andrea Wayne</b></p>
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		<p><b>and Being in Charge of YOU</b>  <b>Rachel Brian</b></p>			<p>affect mental wellbeing  -Recognise changes that may occur in life including loss, and how these can cause conflicting feelings</p>	
<p><b>RSHE SEND</b></p>	<p><b><u>Respecting ourselves and others</u></b>  Explain why listening and respecting others' points of view helps us to get on with others.</p> <p>Offer constructive feedback to support others working in our team.  Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p>	<p><b><u>Relationships Families and friendships</u></b>  Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.  Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship  Recognise that two people who love and care for one another may or may not have children.  Recognise that relationships, including marriage and civil partnership.  <b><u>Safe Relationships</u></b>  Demonstrate ways to give and not give permission when asked to lend belongings.  -Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.</p>	<p><b><u>Living in a Wider World Media Literacy and digital resilience.</u></b>  Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.  -Explain how what we post online might affect ourselves or others  -Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.</p>	<p><b><u>Belonging to a community</u></b>  Suggest ways we can help people to feel welcome in the different groups and communities we belong too.  -Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).</p> <p><b><u>Money and Work</u></b>  Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.  -Explain the consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>	<p><b><u>Keeping Safe</u></b>  Describe how smoking and drinking alcohol can affect health and possible side effects if consumed by children.  -Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.  -Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance</p> <p><b><u>Physical and Mental Well-Being</u></b>  -Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.</p>	<p><b><u>Physical and Mental Well-Being</u></b>  Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.  -Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.</p> <p><b><u>Growing and Changing</u></b>  Explain that everyone experiences a range of feelings at different times.  -Describe or demonstrate how to respond appropriately to others' feelings.  -Identify the responsibilities of being a parent or carer and how having a baby changes someone's life  -Explain that we have the right to protect our bodies from unwanted touching.</p>

		<ul style="list-style-type: none"><li>-Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that make us feel uncomfortable.</li><li>-Explain why we should tell a trusted adult even if someone has told us not too</li><li>-Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, their disability or their family setting).</li></ul>				
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