






Long Term Plan					
Year 5/6					
Autumn Term		Spring Term		Summer Term	
 <div><u>Community Cam</u> Support others Appreciate each other</div>	 <div><u>Mindful Mo</u> Believe in yourselves Be Kind</div>	 <div><u>Engagement Eric</u> Think for yourselves Ask questions</div>	 <div><u>Independent India</u> Be brave Trust yourself</div>	 <div><u>Possibilities Parker</u> Try something new Keep going</div>	Celebration of all Super Friends
Core texts being studied in reading: <ul style="list-style-type: none">Letters from the Lighthouse – Emma CarrollRoom 13 – Robert Swindells		Core texts being studied in reading: <ul style="list-style-type: none">Letters from the Lighthouse – Emma CarrollRoom 13 – Robert Swindells		Core texts being studied in reading: <ul style="list-style-type: none">Letters from the Lighthouse – Emma CarrollRoom 13 – Robert Swindells	
Core texts being read as w/c readers: The Unadoptables – Hana Tooke		Core texts being read as w/c readers: Holes – Louis Sacher		Core texts being read as w/c readers: Wonder – RJ Palacio	
Core texts in class: <ul style="list-style-type: none">Books from Early Resources for Education box used throughout.		Core texts in class: <ul style="list-style-type: none">Books from Early Resources for Education box used throughout.		Core texts in class: <ul style="list-style-type: none">Books from Early Resources for Education box used throughout.	
As readers we will practise reading skills across the year to include:					
Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views					
As writers we will study these units this term: <ul style="list-style-type: none">Diary writingBiographiesNarrative poetryEmotive poetry		As writers we will study these units this term: <ul style="list-style-type: none">Holiday brochuresPersuasive speechNewspaper ReportNon- Chronological reports		As writers we will study these units this term: <ul style="list-style-type: none">Narrative – The PianoNarrative techniques unitBalanced argumentDiscursive writing	

As writers we will practise these skills over the year:		
Year 5 <ul style="list-style-type: none"> - I can write for a range of purposes - I can organise my writing into paragraphs - I can describe settings, characters and atmosphere - I can use a dictionary to check the spelling of uncommon or ambitious words - I can use a range of clause structures and vary their position - I can use modal verbs to indicate possibility - Build cohesion using: coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition. - I can use tenses correctly and consistently - I can use a range of punctuation mostly correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contractions, inverted commas, apostrophes for possession, commas for clauses, commas for fronted adverbials, parenthesis using brackets, dashes and commas, commas for clarity. - I can spell most of the words from the Y3/4 spelling list - I can write neatly and legibly with joined letters - I can spell some words from the Y5/6 spelling list 	Year 6 <ul style="list-style-type: none"> - I can write for a range of purposes, making sure that the language I am choosing shows and understanding of the person reading it. - I can describe settings, characters and atmosphere. - I can include dialogue to convey character and advance the action - I can use the appropriate vocabulary and grammatical structures for my writing. - I can build cohesion within and across paragraphs using the following; coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition. - I can use tenses correctly and consistently. - I can use a range of punctuation mostly correctly: invented commas, apostrophes for possession, commas for fronted adverbials, commas for clauses, commas for a list, parenthesis using brackets, dashes and commas, commas for clarity, hyphens, semi-colons, colons. - I can spell some words from the y5/6 spelling list - I can use a dictionary to check the spelling of uncommon or more ambitious words. - I can write neatly and legibly with joined letters. GDS – <ul style="list-style-type: none"> - I can write effectively for different purposes and audiences, selecting the appropriate form - I can use different grammar structures and vocabulary to control the levels of formality in my writing - I can use a full range of punctuation correctly: inverted commas, apostrophes for possession, commas for fronted adverbials, brackets, dashes and commas (parenthesis), commas for clarity, hyphens, semi-colons, colons 	
As Mathematicians we will: Conjecture: Yr 5 - Begin to work out the nth in a sequence. Explain why with clear examples. Identify rules when calculating using their own examples. Yr 6 - Work out the nth in a sequence. Begin to write their own formula. Explain calculation rules and use examples independently. Convince: Yr 5 - Use some diagrams, example and correct/accurate mathematical terminology to begin to persuade different audiences that their conjectures are correct. Yr 6 - Use a range of diagrams, examples and correct/accurate mathematical terminology to persuade a range of audiences that their conjectures are correct. Connect knowledge of a range of Mathematical concepts to support explanation e.g. use understanding of area to explain the formula for volume. Organising: Yr 5 - Use more complex mathematical criteria when sorting shapes, objects, numbers or calculations. Select their own criteria and explain their choices. Use tables and grids independently to record information. Begin to use sub-groups to classify further. Yr 6 - Record work systematically to identify all possible answers and allow for identification of patterns and formulas. Classifying: Yr 5 - Explain their choices for their criteria using mathematical vocabulary. Use more complex groupings for numbers e.g. prime numbers, square numbers, factors. Yr 6 - Use formula and rules to explain the criteria for groups and sub-groups. Imagine: Yr 5 - Use grids and tables to record information more clearly. Begin to select a range of representations to explain rules and patterns. Yr 6 - Use grids and tables to identify patterns. Use a range of representations to explain rules and patterns. Use algebra to solve problems. Express: Yr 5 - Begin to discuss common misconceptions and explain why they are incorrect. Use representations and/or resources to support their explanations. Yr 6 - Discuss misconceptions and explain why they arise. Describe patterns and why they occur. Explain formula they have written. Use a range of representations and resources to support their explanations. Specialise: Yr 5 - Test examples to answer their own questions. Begin to collect and record in an appropriate, systematic way and select appropriate start and end points. Yr 6 - Collect and record in an appropriate, systematic way and select appropriate start and end points. Generalise: Yr 5 - Identify rules and patterns and explain how they know they are a rule. Use different representations to prove their rules. Begin to write formula. Yr 6 - Write formula for their rules and use a range of representations to prove their rules are correct.		
As mathematicians in Autumn 1 and Spring 2 we will study:	As mathematicians in Autumn 2 and Summer 1 we will study:	As mathematicians in Spring 1 and Summer 2 we will study:

<p>Year 5 Place Value:</p> <ul style="list-style-type: none"> •I can read, write, order and compare numbers to at least 1 000 000 using >, < and = 5NPV1 •I can recognise and describe number sequences. 5NPV2 and 5NPV3 •I can recognise and describe number sequences including fractions and decimals 5NPV2 •Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. 5NPV4 •I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. •I can count forwards and backwards with positive and negative whole numbers, including through zero •I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. •I can read Roman numerals to 1000 (M) <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> •I can add and subtract whole numbers with more than 4 digits, including using formal written methods. •I can solve addition and subtraction multi-step problems deciding which operations and methods to use and why. •I can use calculators to explore more complex number problems •I can use letters to represent missing numbers. 	<p>Year 6 Place Value:</p> <ul style="list-style-type: none"> •Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). 6NPV1 •I can read and write numbers up to 10 000 000 and beyond in numerals and words and determine the value of each digit. 6NPV2 •I can order numbers up to 10 000 000 and beyond. 6NPV3 •I can round any whole number. 6NPV3 •Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. 6NPV4 •I can use negative numbers and calculate intervals across zero •I can begin to understand the use of brackets. •I can use calculators to develop and investigate patterns and sequences. <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> •I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. •I can explore the order of operations using brackets. 	<p>Year 5 Multiplication:</p> <ul style="list-style-type: none"> •I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers 5MD2 •I can multiply and divide numbers mentally drawing upon known facts. 5NF2 •I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 5NF2 and 5MD1 •I can multiply numbers up to 4 digits by a one- or two-digit number. 5MD3 •I can divide numbers up to 4 digits by a one-digit number using short division. 5MD4 •I can divide numbers up to 4 digits by a one-digit number and express remainders as a fraction or decimal. 5MD4 •I know prime numbers, prime factors and composite numbers •I can establish whether a number up to 100 is prime and recall prime numbers up to 19 •I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) <p>Measures</p> <ul style="list-style-type: none"> •I can convert between different units of metric measure. 5NPV5 •I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. •I can read labelled and unlabelled divisions •I can use all four operations to solve problems involving measure using decimal notation, including scaling with appropriate numbers. •I can solve problems involving converting between units of time •I can complete, read and interpret information in tables, including timetables. 	<p>Year 6 Multiplication:</p> <ul style="list-style-type: none"> •I can multiply multi-digit numbers up to 4 digits by a two-digit whole number. •I can divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, decimals or by rounding. •I can understand the relationship between unit fractions and division to work backwards e.g. $\frac{1}{4}$ of a length is 36cm, then whole length is 36x4 •I can identify common factors, common multiples and prime numbers •I can multiply one-digit numbers with up to two decimal places by whole numbers. •I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. <p>Measures</p> <ul style="list-style-type: none"> •I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts 6MD1 and 6MD2 •I can use simple ratio 6MD3 •I can find pairs of numbers that satisfy an equation with two unknowns 6MD3 •I can solve problems involving the calculation of percentages. •I can convert between miles and kilometres. •I can use simple formulae. •I can generate and describe linear number sequences. •I can express missing number problems algebraically. •I can enumerate possibilities of combinations of two variables. 	<p>Year 5 Fractions</p> <ul style="list-style-type: none"> • Find non-unit fractions of quantities. 5F1 • I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. 5F2 • I can read and write decimal numbers as fractions. 5F3 • I can round decimals with two decimal places to the nearest whole number and to 1dp 5NPV3 • I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. 5NPV2 and 5NPV3 • I can read, write, order and compare numbers with up to three decimal places 5NPV3 <ul style="list-style-type: none"> • I can compare and order fractions whose denominators are all multiples of the same number. • I can recognise mixed numbers and improper fractions and convert from one form to the other. • I can add and subtract fractions with the same denominator and denominators that are multiples of the same number • I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • I can calculate simple fractions and percentages of whole numbers and quantities • I can add and subtract decimal numbers (to at least 3dp) and round as required • I can use all four operations to solve problems involving measure using decimal notation. • I can solve problems which require knowing percentage and decimal equivalents. • I can recognise the percent symbol (%) and write percentages as a fraction with denominator 100, and as a decimal. <p>Shape and Statistics:</p>	<p>Year 6 Fractions</p> <ul style="list-style-type: none"> •I can compare and order fractions, including fractions > 1. 6F3 •I can use common factors to simplify fractions and use common multiples to express fractions in the same denominator 6F1 and 6F2 •I can multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] •I can divide proper fractions by whole numbers. •I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts •I can identify the value of each digit in numbers given to three decimal places. •I can use, read, write and convert between standard units using decimal notation to up to three decimal places. •I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate •I can solve problems which require answers to be rounded to specified degrees of accuracy <p>Shape and Statistics</p> <ul style="list-style-type: none"> •I can draw 2-D shapes using given dimensions and angles. 6G1 •I can recognise that shapes with the same areas can have different perimeters and vice versa. •I can recognise when it is possible to use formulae for area and volume of shapes •I can calculate the area of parallelograms and triangles •I can calculate, estimate and compare volume of cubes and cuboids using standard units. •I can recognise, describe and build simple 3-D shapes, including making nets. •I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals. •I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
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As scientists - working scientifically we will: <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables - Take measurements with accuracy and precision, taking repeat readings when appropriate - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Use test results to make predictions to set up further comparative and fair tests - Report and present enquiry findings, including conclusions, casual relationships and explanations of a degree of trust in results in oral and written form - Identify scientific evidence that has been used to support or refute ideas or arguments. 					
As scientists we will study ... Properties and Changes of Materials <ul style="list-style-type: none"> - Compare and group together materials based on properties including hardness, solubility, transparency, conductivity (electrical and therma) and response to magnets - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from that solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metal, wood and plastic 		As scientists we will study ... Earth and Space <ul style="list-style-type: none"> - Describe the movement of Earth and other planets relative to the Sun in the solar system - Describe the movement of the moon relative to the Earth - Describe Sun, Earth and Moon as approximately spherical bodies - Use the idea of Earth's rotation to explain days and night and the apparent movement of the sun in the sky. Evolution and Inheritance <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 		As scientists we will study... Living things and their habitats <ul style="list-style-type: none"> - Describe differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe reproduction processes in plants and animals Reproduction <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. 	

<ul style="list-style-type: none"> - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain some changes from new materials and are usually not reversible, including changes associated with burning and the action of acid on bicarb of soda 	<ul style="list-style-type: none"> - Recognise living things produce offspring of the same kind, but offspring are not identical to the parents - Identify how animals and plants adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
<p>As historians we will :</p> <ul style="list-style-type: none"> •Compare different time periods. •Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. •Know significant dates. •Use dates and terms accurately in describing events. •Connect past societies and periods. •Identify trends. •Describe past societies and times (using terms such as: social, religious, political, technological and cultural). •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Give reasons for main events and changes. •Compare periods of rapid change and relatively little change. •Reflect on how Britain has been influenced by the wider world. •Reflect on how Britain has influenced the wider world. •Explain how events from the past have been retold and interpreted in different ways. •Understand how evidence is used to make historical claims. •Use sources of evidence to deduce information about the past. •Use sources of information to form testable hypotheses about the past. •Evaluate which sources of evidence are reliable and most useful for particular tasks. •Evaluate, pick out and put together information from a range of sources for the period that I am studying. •beginning to produce structured narrative and analyses using important dates and historical terms. •Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. •Understand that no single source of evidence gives the full answer to questions about the past. •Refine lines of enquiry as appropriate. •Use appropriate historical vocabulary to communicate. 	<p>As historians we will :</p> <ul style="list-style-type: none"> •Identify continuity and change in local and school history. •Compare different time periods. •Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. •Know significant dates. •Use dates and terms accurately in describing events. •Connect past societies and periods. •Identify trends. •Describe past societies and times (using terms such as: social, religious, political, technological and cultural). •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Give reasons for main events and changes. •Compare periods of rapid change and relatively little change. •Reflect on how Britain has been influenced by the wider world. •Reflect on how Britain has influenced the wider world. •Explain how events from the past have been retold and interpreted in different ways. •Understand how evidence is used to make historical claims. •Use sources of evidence to deduce information about the past. •Use sources of information to form testable hypotheses about the past. 	<p>As historians we will :</p> <ul style="list-style-type: none"> •Compare different time periods. •Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. •Know significant dates. •Identify continuity and change in local and school history. •Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. •Use dates and terms accurately in describing events. •Connect past societies and periods. •Identify trends. •Describe past societies and times (using terms such as: social, religious, political, technological and cultural). •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Understand how evidence is used to make historical claims. •Use sources of evidence to deduce information about the past. •Use sources of information to form testable hypotheses about the past. •Evaluate which sources of evidence are reliable and most useful for particular tasks.
<p>As historians we will study WW2 including....</p> <ul style="list-style-type: none"> - Understand that WW2 lasted from 1939 to 1945 - Know that WW2 began by the invasion of German troops into Poland - Find out key Blitz facts – in London continuous bombing every night for 8 months, devastating attack in Coventry on 14th November and what was destroyed – effect on lives. - Know that the main Allied powers were Great Britain, United States of America, China and the Soviet Union and the main Axis powers were Germany, Japan and Italy. - Research how West Indies servicemen and women were key to the war effort in helping to learn trades to keep our country going. - Understand that Corby played a key role in WW2 through the use of PLUTO from the Steel Works. 	<p>As historians we will study local history including...</p> <ul style="list-style-type: none"> - Using photos from archives and Google Maps to discuss how Stanion has changed through the ages. - Using of historical books and records within school to discuss and explore how the school has changed over time. - Explore the location of the previous school building. - Research migration to Corby due to the work at the Steel Works. - Investigate the regeneration during the last 20 years of Corby. - Explain why Corby was described as a ghost town after the closing of the steel works. 	<p>As historians we will study crime and punishment including....</p> <ul style="list-style-type: none"> - Crime definition – is an act done by a person which is against the laws of a country or region. - Punishment definitions over time including ‘suffering pain or loss that serves as retribution’ and ‘ a penalty inflicted on an offender through a judicial procedure’ - Matching different crimes and punishments to their definitions eg; bridle, rack, trial by ordeal, poaching, treason - Understanding the police force was not formed until 1822 and the Metropolitan Police Act 1829. - The role of terrorism over time – looking at The Gunpowder Plot and modern day atrocities such as World Trade Centre.

<ul style="list-style-type: none"> - Discover that Evacuation was used to protect people, especially children, from the risks associated with aerial bombing. - Study Kindertransport to compare evacuation stories and needs. 		
<p>As geographers we will...</p> <ul style="list-style-type: none"> • use maps to name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. •describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. •describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. •describe changing geographical features (e.g. land pattern use). •Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. •use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. 	<p>As geographers we will...</p> <ul style="list-style-type: none"> •describe geographical features of the UK (including hills, mountains, coasts and rivers). •name and locate counties and cities in the UK •Describe how locations around the world are changing and explain some reasons for change. •Understand some of the reasons for geographical similarities and differences between countries. •describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. •describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. •describe changing geographical features (e.g. land pattern use). •use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. •Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. •describe geographical features of the UK (including hills, mountains, coasts and rivers). •name and locate counties and cities in the UK •use 8 points of a compass independently. •use four and six-figure grid references. •use keys and symbols including Ordnance Survey maps. •Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	
<p>As geographers we will discuss the impact of tourism....</p> <ul style="list-style-type: none"> •Tourism is the act of travelling for pleasure. •Different types of tourism – domestic tourism, adventure tourism, international tourism, business tourism, pilgrimage tourism, eco-tourism and cultural tourism. •People travel to the Alps for adventure tourism. •Tourism can have positive and negative impact on a place. •Map symbols for elevation of land. •6 figure grid references. <p><u>Revisited Knowledge</u></p> <p><i>The River Nile and the Pyramids are in Egypt.</i></p> <p><i>The main climate zones are: tropical, temperate, dry, cold and polar.</i></p> <p><i>The main biomes are grassland, savannahs, taiga, tundra, desert, tropical rainforest, temperate forest.</i></p> <p><i>The Great Barrier Reef is an eco-system near Australia.</i></p> <p><i>There are 8 compass points: north, north east, east, south east, south, south west, west, north west.</i></p>	<p>As geographers we will study the geography of our local area...</p> <ul style="list-style-type: none"> - Discuss how the locality has changed over time and use geographical explanations and debate whether this is a benefit or not - Make comparisons of sections of our locality - Make comparisons between our locality and near towns - Study human and physical geography - Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. - Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. - Describe geographical features of the UK (including hills, mountains, coasts and rivers). - Name and locate counties and cities in the UK - Use 8 points of a compass independently. - Use four and six-figure grid references. - Use keys and symbols including Ordnance Survey maps. - Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<p>As geographers we will consider what our future will look like....</p> <ul style="list-style-type: none"> - Describe geographical features of the UK (including hills, mountains, coasts and rivers). - Name and locate counties and cities in the UK - Describe how locations around the world are changing and explain some reasons for change. - Understand some of the reasons for geographical similarities and differences between countries. - Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - Describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. - Describe changing geographical features (e.g. land pattern use). - Study aspects of human and physical geography by investigating questions such as ‘Does our school have a lot of plastic waste?’ and ‘How can our school reduce its plastic waste?’ - Collect and interpret data - Report on the effects of environmental change on themselves and others. - Be aware of their responsibility in the world.

<p><i>The globe markers: equator, tropic of cancer, tropic of Capricorn, lines of longitude, lines of latitude</i></p> <p><i>Physical features can include climate zones, biomes, vegetation belts, volcanoes, fault lines.</i></p> <p><i>Human features can include types of settlement, land use, economic activity and natural resources.</i></p> <p><i>Land use can be residential, industrial, agricultural, recreational, commercial, greenbelt. Economic activity is what we make, sell, buy and services we provide, the jobs that we have and the money that we make.</i></p> <p><i>Natural resources can be crops, animals, fossil fuels (coal and oil), minerals and metals.</i></p> <p><i>The Rockies are a mountain range in North America and the Andes are a mountain range in South America.</i></p> <p><i>The Alps are a mountain range in Europe.</i></p> <p><i>4 figure grid references are more accurate.</i></p> <p><i>The symbols for different types of forest, heights of hills and mountains, the source of a river, towns and cities and different types of roads as well as some amenities.</i></p>	<p><u>Revisited Knowledge</u></p> <p><i>Ben Nevis, Snowdon, Scafell Pike and Slieve Donard are mountains in the UK.</i></p> <p><i>The River Thames, River Nene, River Severn and the River Trent are UK rivers.</i></p> <p><i>There are 8 compass points: north, north east, east, south east, south, south west, west, north west.</i></p> <p><i>The globe markers: equator, tropic of cancer, tropic of Capricorn, lines of longitude, lines of latitude</i></p> <p><i>Physical features can include climate zones, biomes, vegetation belts, volcanoes, fault lines.</i></p> <p><i>Human features can include types of settlement, land use, economic activity and natural resources.</i></p> <p><i>Land use can be residential, industrial, agricultural, recreational, commercial, greenbelt.</i></p> <p><i>Economic activity is what we make, sell, buy and services we provide, the jobs that we have and the money that we make.</i></p> <p><i>Natural resources can be crops, animals, fossil fuels (coal and oil), minerals and metals.</i></p> <p><i>Natural disasters include drought, flooding, landslides, tsunamis, volcanoes and earthquakes, hurricanes and tornados.</i></p> <p><i>4 figure grid references are more accurate.</i></p> <p><i>The symbols for different types of forest, heights of hills and mountains, the source of a river, towns and cities and different types of roads as well as some amenities.</i></p>	
<p>As artists we will....</p> <ul style="list-style-type: none">- Develop techniques with a range of media and materials, showing creativity, experimentation and an awareness of different kinds of art, craft and design.- Improve their mastery of drawing, painting and sculpture to develop and share their ideas, experiences and imagination.- Embed a wide range of art and design techniques in using colour, pattern, texture, line, form and space.- Learn about the work of great artists and designers in history, describing differences and similarities between them and making links to their own work.- Develop specific and relevant vocabulary linked to art techniques.		
<p>As artists we will ...</p> <p>I can add tone and texture to my work. through shading and cross-hatching.</p> <p>I use lines to show movement in drawings.</p> <p>I select the most suitable drawing materials for my purpose.</p> <p>Effect of light on objects and people from different directions</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>I use watercolour effectively in my work, embedding and using techniques such as laying a wash, then adding detail.</p> <p>I use the work of watercolour artists to improve my techniques.</p> <p>Hue, tint, tone, shades and mood.</p> <p>Explore the use of texture in colour.</p> <p>Colour for purposes.</p> <p>Colour to express feelings.</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>	<p>As artists we will ...</p> <p>I annotate sketches to explain my ideas.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>I explore and experiment with collage materials, and describe the textures, colours and patterns.</p> <p>I choose the most appropriate materials to fit my purpose.</p> <p>My work reflects a purpose, which I record in my sketchbook.</p> <p>I experiment with mixed media.</p> <p>My printing uses a number of colours built up in a sequence.</p> <p>Colour mixing through over-lapping prints.</p> <p>I make precise repeating patterns with printing blocks.</p> <p>I have explored printing from other cultures and time periods.</p> <p>Combine prints</p> <p>Make connections</p> <p>Screen printing.</p> <p>Build up images of whole or parts of items.</p>	<p>As artists we will ...</p> <p>Paul Cezanne L.S Lowry</p> <ul style="list-style-type: none">• Investigate and combine visual and tactile qualities and match them to the purpose of the work.• Apply and develop the use of tools and techniques, including drawing.• Know how visual and tactile elements including colour, pattern, texture, line, tone, shape, form and space can be combined.• Study the similarities and differences in the work of artists, craftspeople and designers in different times and cultures. <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>
<p>As designers we will....</p> <ul style="list-style-type: none">- Develop planning and communication ideas- Working with tools, equipment, materials and components to make quality products (inc-food)- Evaluate processes and products-		

<p>As designers we will design a stuffed toy.....</p> <ul style="list-style-type: none"> - Designing a stuffed toy considering the main component shapes required and creating an appropriate template - Considering the proportions of individual components - Annotating designs - Creating a 3D stuffed toy from a 2D design - Measuring, marking and cutting fabric accurately and independently - Creating strong and secure blanket stitches when joining fabric - Using applique to attach pieces of fabric decoration - Testing and evaluating an end product and giving point for further improvements - Evaluating work continually as it is created 	<p>As designers we will investigate frames and structures....</p> <ul style="list-style-type: none"> - Key designers: Brunel and Thomas Farnolls Pritchard - Designing a stable structure that is able to support weight - Creating frame structure with focus on triangulation - Consider effective and ineffective designs - Making a range of different shaped beam bridges - Using triangles to create truss bridges that span a given distance and supports a load - Building a wooden bridge structure independently measuring and marking wood accurately - Selecting appropriate tools and equipment for particular tasks - Using the correct techniques to saws safely - Identifying where a structure needs reinforcement and using card corners for support - Explaining why selecting appropriating materials is an important part of the design process - Understanding basic wood functional properties - Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary - Suggesting points for improvements for own bridges and those designed by others 	<p>As designers we will investigate mechanisms.....</p> <ul style="list-style-type: none"> - Naming each mechanism, input and output accurately - Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement - Understanding how linkages change the direction of a force - Making things move at the same time - Understanding and drawing cross-sectional diagrams to show the inner-workings - Measuring, marking and checking the accuracy of the jelutong and dowel pieces required - Measuring, marking and cutting components accurately using a ruler and scissors - Assembling components accurately to make a stable frame - Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles - Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set - Evaluating the work of others and receiving feedback on own work - Suggesting points for improvement - Describing changes they would make/do if they were to do the project again
<p>As musicians we will.....</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 		
<p>In music we will ...</p> <p>Essential Knowledge:</p> <ul style="list-style-type: none"> - Know some key style indicators of the genres studied (See Charanga style indicator document for characteristics) - Sing 5 songs from memory, know who wrote them, when they were written and, if possible, why? - Know the name of other instruments in a band/orchestra. - Know the name of three well-known improvising musicians. - Know the symbols used in notation and the sound they make. <p>Listening and Appraising:</p> <ul style="list-style-type: none"> - Compare, discuss and evaluate music using detailed musical vocabulary. - Know how to contrast the work of a famous composer with another, and explain my preferences. <p>Performing:</p> <ul style="list-style-type: none"> - Know how to breathe in the correct place when singing. - Sing longer songs in a variety of styles from memory, with accuracy, control, fluency and a developing sense of expression, including control of subtle dynamic changes. - Work as a group to perform a piece of music, adjusting dynamics and pitch accordingly, keeping in time with others and communicating with the group. - Perform with accuracy and fluency from staff notation. <p>Composing and Improvising:</p> <ul style="list-style-type: none"> - Improvise coherently within a given style. - Compose a detailed piece of music in response to a given stimulus. - Know how to use notation to record rhythms and melodies. - Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. - Suggest and demonstrate improvements to own and others' work. 		

<p>As advocates for our faith and other faiths communities....</p> <ul style="list-style-type: none"> - <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> - <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> - <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> - <i>Make clear connections between what people believe and how they live, individually and in communities</i> - <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i> - <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> - <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i> - <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i> 		
<p>In RE we will be studying...</p> <p>People of God</p> <ul style="list-style-type: none"> - U2.10 What does it mean for a Jewish person to follow God? - Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them - Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish - U2.3 How can following God bring freedom and justice? - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. 	<p>In RE we will ...</p> <p>Christianity</p> <ul style="list-style-type: none"> - U2.14 How do religions help people live through good times and bad? - Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. - Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. - Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these - Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights - Talk about what they have learned, how their thinking may have changed and why. - - U2.13 Why is pilgrimage important to some religious believers? - Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholic Christianity) - Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges in Hinduism; Israel as G-d's Chosen or Favoured people in Judaism). - Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions - Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. - Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views - Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses 	<p>In RE we will ...</p> <p>Creation/Fall</p> <ul style="list-style-type: none"> - U2.12 What will make our city/town/village a better place? - Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs - Describe examples of how different communities deal with diversity and interfaith issues. - Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) - Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc). - Make connections between religious and non-religious beliefs and practices related to living with difference in community - Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses - Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views - Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today - U2.2 Creation and Science – conflict or complementary? - Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations - Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views

	<ul style="list-style-type: none"> - Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their lives 	
<p>In computing we will study....</p> <ul style="list-style-type: none"> - APP Design - Use the tools in PowerPoint to design an app about your school with: <ul style="list-style-type: none"> – Slide size and background colour – Text and Images (including transparent images) on different pages – Icons – Interactions using hyperlinks - Data Handling - Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells - Find data and create a spreadsheet to suit it. – - Use formulae to find totals, averages and maximum/minimum numbers Search a database for specific information. - Understanding computer networks and the Internet - Understand Computer Networks, Internet, Cloud Computing and Bluetooth and how they help us. - What is email and how can we use it safely? - Understand how and why we collaborate online (including blogging). 	<p>In computing we will ...</p> <ul style="list-style-type: none"> - Text Base Programming - Change the variables of text-based commands. - Write text-based commands accurately and use fill effects, stamps and functions. - Write text-based commands to program digital art. - Write text commands/functions to program keyboard inputs in a game. - Programming a Logo turtle to move and use pen - Use co-ordinates in with a Logo turtle - Print labels in Logo. - Program a loop (repetition) and shapes in Logo Turtle. - Program colours in Logo turtle. - Program variables in Logo turtle. - Physical devices - Understand that computers use physical inputs and outputs and give examples. - Program physical inputs, outputs (e.g program LED lights), loops and random variables (Microbit activities). - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. - Music Creation - Layer tracks using sounds and effects. (BeepBox activity) - Create effective instrument tracks. (Sampulator activity and first two GarageBand activities) - Edit tracks and effectively adjust volume and add effects. (Third GarageBand activity) 	<p>In computing we will ...</p> <ul style="list-style-type: none"> - Programming in Scratch - Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer. - Program distance sensing and movement. - Program Inputs, outputs, loops, selection, sensing and variables. - Program list variables that chooses randomly. - Binary Code - Understand why computers/electronics use binary. - Match a sequence of binary code to create digital art.- - To convert binary code to denary numbers (decimal numbers) and visa versa - Machine Learning and Artificial Intelligence - Understand how computers use information to learn by solving new problems and following new instructions. - Understand and use examples of machine learning. - Understand how artificial intelligence is used to perform tasks often only performed by humans. - Discuss and show awareness of potential dangers of AI.
<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Rounders - Key Skills: Physical - Throwing - Catching - Bowling - Tracking, fielding & retrieving a ball - Batting - Key Skills: SET - Social: Organising & self-managing a game, Respect, Supporting & encouraging others, Communicating ideas & reflecting with others - Emotional: Honesty & fair play, Confident to take risks, Managing emotion - Thinking: Decision making, Using tactics, Identifying how to improve - Hockey - Key Skills: Physical - Dribbling - Passing 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Dance - Key Skills: Physical - Performing a variety of dance actions - Using canon, unison, formation, dynamics, character structure, space, emotion, matching,mirroring, transitions - Key Skills: SET - Social: - Collaboration Social: Consideration and awareness of others Social: Social, respect, leadership - Emotional: Empathy, confidence - Thinking: Creating, observing and providing feedback, using feedback to improve, selecting and applying skills - Netball: - Key Skills: Physical - Passing - Catching - Footwork 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Swimming - Key Skills: Physical - Rotation - Sculling - Treading water - Gliding - Front crawl - Backstroke - Breaststroke - Surface dives - Floating - Huddle and H.E.L.P.position - Key skills: SET - Social: Communication, supporting and encouraging others - Emotional: Determination - Thinking: Creating, decision making, using tactics - Tennis

<ul style="list-style-type: none"> - Receiving - Tackling - Creating and using space - Shooting - Key Skills: SET - Social: Communication, Collaboration - Emotional: Perseverance, Honesty and fair play - Thinking: Planning strategies and using tactics, observing and providing feedback, selecting and applying skills <ul style="list-style-type: none"> - OAA - Key skills: Physical - Stamina - Running - Key skills: SET - Social: Communication, teamwork, trust, inclusion, listening - Emotional: Confidence - Thinking: Planning, map reading, decision making, problem solving <ul style="list-style-type: none"> - Volleyball - Key Skills: Physical - Ready position - Serve - Volley - Set - Dig - Key Skills: SET - Social: Communication, respect, supporting and encouraging others - Emotional: Confidence, perseverance, honesty - Thinking: Using tactics, selecting and applying skills, identifying strengths and areas for development <p>Units covered by Get Set 4 PE Term1 – Rounders, Hockey Term 2 – OAA, Volleyball</p>	<ul style="list-style-type: none"> - Intercepting - Shooting - Dodging - Key Skills: SET - Social: Communication, collaboration - Emotional: Perseverance, honesty and fair play - Thinking: Planning strategies and using tactics, selecting and applying skills, decision making <ul style="list-style-type: none"> - Gymnastics - Key Skills: Physical - Straddle roll - Forward roll - Backward roll - Counter balance - Counter tension - Bridge - Shoulder stand - Handstand - Cartwheel - Vault - Key Skills: SET - Social: Responsibility, collaboration, communication, respect - Emotional: Confidence - Thinking: Observing and providing feedback, selecting and applying actions, evaluating and improving sequences <ul style="list-style-type: none"> - Fitness - Key Skills: Physical - Strength - Speed - Power - Agility - Coordination - Balance - Stamina - Key skills: SET - Social: Supporting and encouraging others, working collaboratively - Emotional: Perseverance, determination - Thinking: Analysing data <p>Units covered by Get Set 4 PE Term 3 – Dance, Netball Term 4 – Gymnastics, Fitness</p>	<ul style="list-style-type: none"> - Key Skills: Physical - Forehand groundstroke - Backhand groundstroke - Forehand volley - Backhand volley - Underarm serve - Key Skills: SET - Social: Collaboration, communication, respect - Emotional: Honesty - Thinking: Decision making, selecting and applying tactics <ul style="list-style-type: none"> - Athletics - Key Skills: Physical - Pacing - Sprinting technique - Relay changeovers - Jumping for height - Jumping for distance - long - jump, triple jump - Push throw for distance - shot - put, javelin - Pull throw for distance - Key Skills: SET - Social: Collaborating with others, supporting others - Emotional: Perseverance, determination - Thinking: Observing and providing feedback <p>Units covered by Get Set 4 PE Term 5 - Swimming, May Day Term 6 – Tennis, Athletics</p>
<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - Me and my relationships - Demonstrate a collaborative approach to a task; - Describe and implement the skills needed to do this. - Explain what is meant by the terms 'negotiation' and 'compromise'; - Suggest positive strategies for negotiating and compromising within a collaborative task; - Demonstrate positive strategies for negotiating and compromising within a collaborative task. - Recognise some of the challenges that arise from friendships; 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - Keeping myself safe - Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; - Understand and describe the ease with which something posted online can spread. - Identify strategies for keeping personal information safe online; 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - Being my best - Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. - Identify aspirational goals; - Describe the actions needed to set and achieve these. - Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.

<ul style="list-style-type: none"> - Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. - List some assertive behaviours; - Recognise peer influence and pressure; - Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. - Recognise and empathise with patterns of behaviour in peer-group dynamics; - Recognise basic emotional needs and understand that they change according to circumstance; - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. - Describe the consequences of reacting to others in a positive or negative way; - Suggest ways that people can respond more positively to others. - Describe ways in which people show their commitment to each other; - Know the ages at which a person can marry, depending on whether their parents agree. - Recognise that some types of physical contact can produce strong negative feelings; - Know that some inappropriate touch is also illegal. - Identify strategies for keeping personal information safe online; - Describe safe and respectful behaviours when using communication technology. - Valuing Difference: - Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; - Suggest strategies for dealing with bullying, as a bystander; - Describe positive attributes of their peers. - Know that all people are unique but that we have far more in common with each other than what is different about us; - Consider how a bystander can respond to someone being rude, offensive or bullying someone else; - Demonstrate ways of offering support to someone who has been bullied. - Demonstrate ways of showing respect to others, using verbal and non-verbal communication. - Understand and explain the term prejudice; - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Explain the difference between a friend and an acquaintance; - Describe qualities of a strong, positive friendship; - Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). - Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; 	<ul style="list-style-type: none"> - •Describe safe behaviours when using communication technology. - •Know that it is illegal to create and share sexual images of children under 18 years old; - •Explore the risks of sharing photos and films of themselves with other people directly or online; - •Know how to keep their information private online. - •Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; - •Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. - •Explain how drugs can be categorised into different groups depending on their medical and legal context; - •Demonstrate an understanding that drugs can have both medical and non-medical uses; - •Explain in simple terms some of the laws that control drugs in this country. - •Understand some of the basic laws in relation to drugs; - •Explain why there are laws relating to drugs in this country. - •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; - •Describe some of the effects and risks of drinking alcohol. - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; - Explain how these emotional needs impact on people's behaviour; - Suggest positive ways that people can get their emotional need met. - •Understand that with independence comes responsibility - •Explain how these emotional needs impact on people's behaviour; - •Suggest positive ways that people can get their emotional needs met. - Rights and Responsibilities - Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; - Describe the language and techniques that make up a biased report; - Analyse a report also extract the facts from it. - Know the legal age (and reason behind these) for having a social media account; - Understand why people don't tell the truth and often post only the good bits about themselves, online; - Recognise that people's lives are much more balanced in real life, with positives and negatives. - Explain some benefits of saving money; - Describe the different ways money can be saved, outlining the pros and cons of each method; - Describe the costs that go into producing an item; - Suggest sale prices for a variety of items, taking into account a range of factors; - Explain what is meant by the term interest. - Recognise and explain that different jobs have different levels of pay and the factors that influence this; 	<ul style="list-style-type: none"> - Identify risk factors in a given situation (involving alcohol); - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. - Identify risk factors in a given situation; - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. - See link to external resources for further information - Growing and Changing (Y6) - Recognise some of the changes they have experienced and their emotional responses to those changes; - Suggest positive strategies for dealing with change; - Identify people who can support someone who is dealing with a challenging time of change. - Understand that fame can be short-lived; - Recognise that photos can be changed to match society's view of perfect; - Identify qualities that people have, as well as their looks. - Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people. - Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; - Suggest strategies that would help someone who felt challenged by the changes in puberty; - Understand what FGM is and that it is an illegal practice in this country; - Know where someone could get support if they were concerned about their own or another person's safety. - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Identify the changes that happen through puberty to allow sexual reproduction to occur; - Know a variety of ways in which the sperm can fertilise the egg to create a baby; - Know the legal age of consent and what it means. - Explain how HIV affects the body's immune system; - Understand that HIV is difficult to transmit; - Know how a person can protect themselves from HIV - Growing and Changing (Y5) - Use a range of words and phrases to describe the intensity of different feelings - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
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<ul style="list-style-type: none"> - Challenge stereotypical gender portrayals of people. 	<ul style="list-style-type: none"> - Explain the different types of tax (income tax and VAT) which help to fund public services; - Evaluate the different public services and compare their value. - Explain what we mean by the terms voluntary, community and pressure (action) group; - Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. - That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment - Continue to develop the skills to exercise these responsibilities. - Explain what is meant by living in an environmentally sustainable way; - Suggest actions that could be taken to live in a more environmentally sustainable way. - Why and how rules and laws that protect them and others are made and enforced, - Why different rules are needed in different situations and how to take part in making and changing rules. - Begin to understand the way in which democracy in Britain works. - Why and how rules and laws that protect them and others are made and enforced - Why different rules are needed in different situations and how to take part in making and changing rules. 	<ul style="list-style-type: none"> - Explain strategies they can use to build resilience. - Identify people who can be trusted; - Describe strategies for dealing with situations in which they would feel uncomfortable. - Explain how someone might feel when they are separated from someone or something they like; - Suggest ways to help someone who is separated from someone or something they like. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped.
Thinking Classroom: Being a learner Hidden Meaning Growth Mindset: Don't say.....say..... Diamond Minds	Thinking Classroom: Marvellous Mistakes Ingenious Inventions Growth Mindset: Barriers to Learning Brain V Calculator	Thinking Classroom: Spelling – Can you help me Resilience – the story Growth Mindset: Mathematical mistakes Learning Pathways
As Spanish speakers we will learn about: <ul style="list-style-type: none"> - Core vocabulary and ‘Do you have a pet?’ - Presenting Myself - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. 	As Spanish speakers we will learn about: <ul style="list-style-type: none"> - The Weather - The Planets - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. 	As Spanish speakers we will learn about: <ul style="list-style-type: none"> - The Weekend - Healthier Lifestyles - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

<ul style="list-style-type: none">- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.- Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none">- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.- Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none">- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.- Describe people, places, things and actions orally and in writing.
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