




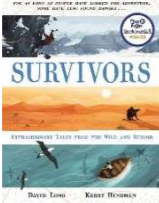
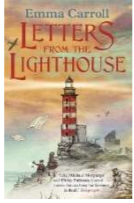
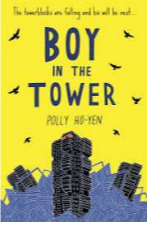
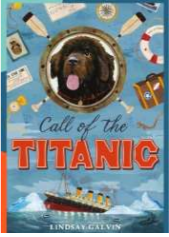


Long Term Plan Year A – 2024/25

Year 5/6

Autumn Term		Spring Term		Summer Term	
 <p>Community Cam Support others Appreciate each other</p>	 <p>Mindful Mo Believe in yourselves Be Kind</p>	 <p>Engagement Eric Think for yourselves Ask questions</p>	 <p>Independent India Be brave Trust yourself</p>	 <p>Possibilities Parker Try something new Keep going</p>	<p>Celebration of all Super Friends</p>
<p>Core texts being studied in guided reading sessions:</p> <p>Letters from the Lighthouse by Emma Carroll Survivors – David Long and Kerry Hyndman</p> <div style="display: flex; justify-content: space-around;">   </div>		<p>Core texts being studied in guided reading sessions:</p> <p>Boy in the Tower – Polly Ho-Yen</p> <div style="text-align: center;">  </div>		<p>Core texts being studied in guided reading sessions:</p> <p>The Call of the Titanic – Lindsay Galvin</p> <div style="text-align: center;">  </div>	
<p>As readers we will practise reading skills across the year to include:</p> <p>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</p>					
<p>As writers we will study these units this term:</p> <ul style="list-style-type: none"> - Expanded Explanations - Own versions of legends - Biographies - Narrative based around The Polar Express <p>Sticky knowledge texts: NASA proposals, information labels, short explanations, NASA logs, news reports, letters of advice, diaries, dialogue, descriptions, action scenes, obituaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques.</p>		<p>As writers we will study these units this term:</p> <ul style="list-style-type: none"> - Persuasive pitch - Discussion texts - Extended Gothic narrative - Narrative sequels <p>Sticky knowledge texts: Thought bubbles, informal letters, poem, diary entries, advice, informal letter, instructions, persuasion, posters, figurative writing, descriptions, old English letters, dialogue, welcome guides, letters of advice, imagined conversations</p>		<p>As writers we will study these units this term:</p> <ul style="list-style-type: none"> - Newspaper articles - Visitor's guides - Poetry <p>Sticky knowledge texts: Character profiles, dialogue, monologue, logbook entry, scientific report, National Historic Landmark adverts, short news reports, protest banners, writing in role, letters, diaries, information leaflets, instructions</p>	

As **writers** we will practise these skills over the year:

Year 5

- 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

- 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 –

- 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.

<p>As mathematicians in Autumn term we will study: Y5 – Number and Place Value, Addition and Subtraction, Multiplication and Division, Statistic, Fractions Y6 - Number and Place Value, Four Operations, Statistic, Fractions, Ratio</p>		<p>As mathematicians in Spring term we will study: Y5 – Fractions, Decimals and %, Statistics, Perimeter and Area, Geometry: Shape, Positon and Direction. Y6 – Algebra, Fractions, Decimals and %, Perimeter, Area and Volume, Geometry: Shape, Position and Direction.</p>		<p>As mathematicians in Summer term we will study: Y5 – Position and Direction, Decimals, Negative Numbers, Statistics, Measures: Converting Units, Measures: Volume, Problem Solving Y6 – Position and Direction, Sats Revision, Problem Solving</p>	
<p>Year 5 Place Value: • Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000 • Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/10,000/100,000 more or less • Partition numbers to 1,000,000 • Number line to 1,000,000 • Compare and order numbers to 100,000 • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Round within 100,000 • Round within 1,000,000 Addition and Subtraction: • Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers Multiplication and Division: Multiples • Common multiples • Factors • Common factors • Prime numbers • Square numbers • Cube numbers • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiples of 10, 100 and 1,000 Statistics Draw line graphs • Read and interpret line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables Fractions • Find fractions equivalent to a unit fraction • Find fractions equivalent to a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions • Compare fractions less than 1 • Order fractions less than 1 • Compare and order fractions greater than 1 • Add and subtract fractions with the same denominator • Add fractions within 1</p>	<p>Year 6 Place Value: • Numbers to 1,000,000 • Numbers to 10,000,000 • Read and write numbers to 10,000,000 • Powers of 10 • Number line to 10,000,000 • Compare and order any integers • Round any integer • Negative numbers Four Operations: Add and subtract integers • Common factors • Common multiples • Rules of divisibility • Primes to 100 • Square and cube numbers • Multiply up to a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Division using factors • Introduction to long division • Long division with remainders • Solve problems with division • Solve multi-step problems • Order of operations • Mental calculations and estimation • Reason from known facts Converting Measures • Metric measures • Convert metric measures • Calculate with metric measures • Miles and kilometres • Imperial measures Fractions • Equivalent fractions and simplifying • Equivalent fractions on a number line • Compare and order (denominator) • Compare and order (numerator) • Add and subtract simple fractions • Add and subtract any two fractions • Add mixed numbers • Subtract mixed numbers • Multi-step problems Multiply fractions by integers • Multiply fractions by fractions • Divide a fraction by an integer • Divide any fraction by an integer • Mixed questions with fractions • Fraction of an amount • Fraction of an amount - find the whole Ratio Add or multiply? • Use ratio language • Introduction to the ratio symbol • Ratio and fractions • Scale drawing • Use scale factors • Similar shapes • Ratio problems • Proportion problems • Recipes</p>	<p>Year 5 Fractions: • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Calculate a fraction of a quantity • Fraction of an amount • Find the whole • Use fractions as operators Decimals and Percentages: • Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions • Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages Statistics: Line graphs • Dual bar charts • Read and interpret pie charts • Pie charts with percentages • Draw pie charts • The mean Perimeter and Area: • Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons • Area of rectangles • Area of compound shapes • Estimate area Geometry: Shape:</p>	<p>Year 6 Algebra: • 1-step function machines • 2-step function machines • Form expressions • Substitution • Formulae • Form equations • Solve 1-step equations • Solve 2-step equations • Find pairs of values • Solve problems with two unknowns Fractions, Decimals and % • Place value within 1 • Place value – integers and decimals • Round decimals • Add and subtract decimals • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply decimals by integers • Divide decimals by integers • Multiply and divide decimals in context • Decimal and fraction equivalents • Fractions as division • Understand percentages • Fractions to percentages • Equivalent fractions, decimals and percentages • Order fractions, decimals and percentages • Percentage of an amount – one step • Percentage of an amount – multi-step • Percentages – missing values Perimeter, Area and Volume: • Shapes - same area • Area and perimeter • Area of a triangle – counting squares • Area of a right-angled triangle • Area of any triangle • Area of a parallelogram • Volume - counting cubes • Volume of a cuboid Geometry: Shape: • Measure and classify angles • Calculate angles • Vertically opposite angles • Angles in a triangle • Angles in a triangle – special cases • Angles in a triangle – missing angles • Angles in quadrilaterals • Angles in polygons • Circles •</p>	<p>Year 5 Geometry: Position and Direction: Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines Decimals: • Use known facts to add and subtract decimals within 1 • Complements to 1 • Add and subtract decimals across 1 • Add decimals with the same number of decimal places • Subtract decimals with the same number of decimal places • Add decimals with different numbers of decimal places • Subtract decimals with different numbers of decimal places • Efficient strategies for adding and subtracting decimals • Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals - missing values Negative Numbers • Understand negative numbers • Count through zero in 1s • Count through zero in multiples • Compare and order negative numbers • Find the difference Measures: Converting Units • Kilograms and kilometres • Millimetres and millilitres • Convert units of length • Convert between metric and imperial units • Convert units of time Week 4 – 5 • Calculate with timetables Measures: Volume: Cubic centimetres • Compare volume • Estimate volume • Estimate capacity</p>	<p>Year 6 Geometry: Position and Direction: • The first quadrant • Read and plot points in four quadrants • Solve problems with coordinates • Translations • Reflections Review of prior learning, misconceptions and problem solving.</p>

<p>Add more than 1 – Add to a mixed number – Add 2 mixed numbers – Subtract fractions – Subtracts from a mixed number – Subtract from a mixed number (breaking the whole) – Subtract 2 mixed numbers.</p> <p>Multiplication and Division 2:</p> <ul style="list-style-type: none"> • Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model) • Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number • Multiply a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number • Divide with remainders • Efficient division • Solve problems with multiplication and division 		<ul style="list-style-type: none"> • Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180 • Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line • Lengths and angles in shapes • Regular and irregular polygons • 3-D shapes <p>Geometry: Position and Direction:</p> <ul style="list-style-type: none"> • Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines 	<p>Draw shapes accurately • Nets of 3-D shapes</p> <p>Geometry: Position and Direction:</p> <ul style="list-style-type: none"> • The first quadrant • Read and plot points in four quadrants • Solve problems with coordinates • Translations • Reflections 		
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As scientists - working scientifically we will:

- 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.

<p>As scientists we will study ...</p> <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> - Compare and group together materials based on properties including hardness, solubility, transparency, conductivity (electrical and thermal) 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 - 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 <p>Earth and Space</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>As scientists we will study ...</p> <p>Evolution</p> <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 - Recognise that living things produce offspring of the same kind, but normally offspring vary 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 <p>Living things and their habitats - Reproduction</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird - Describe the life process of reproduction in some plants and animals. 	<p>As scientists we will study...</p> <p>Summer 1 – Revision units – scientific enquiry skills</p> <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs - Use test results to make predictions to set up further comparative and fair tests - Report and present 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 - Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Animals including humans – How do we change as we get older?</p> <ul style="list-style-type: none"> - • describe the changes as humans develop to old age.
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<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 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. • 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.
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<p>World War 2:</p> <ul style="list-style-type: none"> - What was WW2? - Where was affected by WW2? - How did life change in Britain during WW2? - How did life change locally during WW2? <ul style="list-style-type: none"> - What is modern day Germany like and how was it ruled before the start of WW2? - How did Hitler come to power and become the leader of Germany? - How did the Second World War begin? - How did Britain react to the outbreak of WW2? - How were the lives of civilians changed during WW2? - How did Britain's home front cope when under attack? - How did the Second World War impact our locality? - Why was the RAF so vital to the defence of Britain? - What major victories led to Britain winning the war? <p>Crime and Punishment through the ages: How has the definition of Crime changed over time? How were some crimes punished? Was everyone who committed a crime treated equally? Why have punishments changed? Who made and enforced the laws?</p>	<p>Comparison Unit – My Region and the North Region of Brazil</p> <ul style="list-style-type: none"> - What are the key features of the UK and my region? (Sticky knowledge recap) - What is the geography of the South American continent? - What are the geographical features of Brazil? - What is the main economic activity of the North Region of Brazil? - What are the biomes and climate zones of the North Region of Brazil? - What are the vegetation belts of the North Region of Brazil? - What are the key settlements in the North Region of Brazil and how do they compare to my region? - What are the similarities and differences between my region and the North Region of Brazil? <p>Economic activity of the UK:</p> <ul style="list-style-type: none"> - What are the key geographical features of the UK? - What are the sectors of the UK economy? - How sustainable is agriculture in the UK? - How sustainable is energy generation in the UK? - How sustainable is water use in the UK? - How sustainable is the use of rare earth elements? - How does automation affect the economic activity of the UK? - How sustainable is waste management in the UK? - How sustainable is the economic activity of the United Kingdom?
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<ul style="list-style-type: none"> - What is crime and punishment? - What was crime and punishment like in Roman Britain? - What was crime and punishment like in the Anglos-Saxon period? - What was crime and punishment like in the Tudor period? - What was crime and punishment like in the Stuart period? - What was crime and punishment like in Georgian Britain? - What was crime and punishment like in the Victorian period? - How did the police force develop through the 20th Century? - What is crime and punishment like today, compared to the past? 	
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<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>Monochromatic – How can we develop our own style of drawing? Practical Knowledge – using observational skills to notice details, using values and line to create form, selecting different pencils for different effects, using lines and shapes to create art, use proportion when drawing, use shapes to guide our observational drawings, drawing in a geometric style, using watercolour paints with proficiency Theoretical Knowledge – learning that artists can have an artistic style, exploring that we can develop our own artistic style, learning about artists who work in different styles Disciplinary Knowledge – describing the style of artworks with appropriate vocabulary, knowing that art doesn't have to be realistic, exploring the definition of what art is, evaluating your own work and the work of others.</p>	<p>Chromatic – How realistic do portraits need to be? Practical Knowledge - using watercolour paints with proficiency, learning to mix skin tones, using ripped paper collages to create a self-portrait, using shapes to guide the composition of a portrait, using measurements to control proportions in a face, using sketches to create lines for painting a miniature. Theoretical Knowledge - learning about portraiture miniatures as a form of art, learning about portraiture as a form of art over time and across cultures, understanding how technology can influence art, learning about the work of collagists. Disciplinary Knowledge - using the seven elements of art to talk about artwork, considering who decides how much art is worth, considering that we can use art to express something that isn't visible, considering how art can be an exploration of who we are and how we want others to see us, considering how colour can be used in portraiture, evaluating our own art process</p>	<p>Sculpture – Clay – How can flowers inspire artists? Practical Knowledge – Exploring shape and form within flowers, creating tints, shades and tones with paint, knowing that there are four different types of clay, knowing what analogous colours are and experimenting with them to mould clay delicately and precisely. Theoretical Knowledge – Pupils will learn about how flowers have influenced artists through time, learning how flowers across different mediums have influenced a diverse range of artists. Disciplinary Knowledge – Pupils will understand what can influence artists (flowers), reflecting on the purposes of sculpture, formally presenting a response to a piece of art, and evaluating their peer's work.</p>
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<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 -
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<p>As designers we will make a felt phone case.....</p> <ul style="list-style-type: none"> - Develop their own design criteria. - Use backstitch. - Create simple patterns. - Aim the design criteria at a target market. - Use at least two different types of stitches. - Create an accurate paper template. - Measure and mark a sewing and cutting line. - Prioritise the most important points from the design criteria. - Use a combination of different stitches. 	<p>As designers we will create a structural marble run.....</p> <ul style="list-style-type: none"> - Explore existing free standing structures and explain what gives them strength, reinforcement and stability. - Select tools and equipment to join card together. - Design and build a simple marble run. - Improve their work. - Apply their understanding of free standing structures to help build them. - Use a wider range of tools and equipment to perform practical tasks accurately. 	<p>As designers we will create global food.....</p> <ul style="list-style-type: none"> - Name some varied ingredients and say which part of the world they come from. - Explain the different food groups on the eatwell plate. - Follow a simple recipe. - Use some basic food skills, such as grating and chopping, which enable them to prepare a variety of simple savoury dishes. - Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this. - Explain nutritional similarities between different types of food eaten around the world and say why this is important.
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<ul style="list-style-type: none"> - Create accurate paper templates for both the phone case and decoration. - Demonstrate precision when measuring and cutting. 	<ul style="list-style-type: none"> - Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots. - Select appropriate joining techniques. - Design and build a marble run which incorporates some varied bends. - Consider the aesthetics when building a marble run. - Consider the views of others to improve their work. 	<ul style="list-style-type: none"> - Accurately follow a recipe. - Use a wide variety of basic food skills such as peeling, juicing and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes. - Say how an ingredient from a different part of the world might be prepared and used. - Think about some varied foods they eat/know and place them into the correct food group on the eatwell plate. - Understand the importance of correct storage and heating of rice using knowledge of spores, bacteria and how these cause food poisoning. - Work independently to accurately follow a recipe. - Use a wide range of advanced cooking techniques such as checking that food is cooked correctly and adjusting temperatures on the hob and oven which allow them to prepare a variety of complex savoury dishes.
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As musicians we will learn....

WW2 Unit	Vikings Unit	Planets	Rock and Roll	Melodies of Divinity	Animal Kingdom
<ul style="list-style-type: none"> • Listening: identify characteristics, dynamics, instruments • Composing: write lyrics, melody & accompaniment • Performing: follow staff notation, group ensemble, sing in 2 parts • Social: respect, communication • Emotional: confidence, perseverance • Thinking: reflection, select & apply, provide feedback 	<ul style="list-style-type: none"> • Listening: identify structure, identify inter-related dimensions, identify instruments • Composing: use rhythm grids & Western notation, create melody, improvise • Performing: follow Western notation & rhythm grids, group ensemble, sing in 2, 3 & 4 part rounds, pitch over octave • Social: support, co-operation, respect, communication • Emotional: confidence, perseverance, resilience, independence • Thinking: creativity, reflection, comprehension 	<ul style="list-style-type: none"> • Listening: identifying structure, inter-related dimensions, identifying instruments, identifying pitch • Composing: Western notation, melody, ternary form, accompaniment • Performing: Western notation, graphic score, ensemble • Social: sharing, collaboration, inclusion, respect, leadership, co-operation • Emotional: confidence, perseverance, resilience, independence • Thinking: concentration, creativity, reflection, comprehension 	<ul style="list-style-type: none"> • Listening: identify structure, identify instruments, identify features • Composing: use Western notation, create melody and bass line • Performing: follow Western notation, improvise, play chords & bass line, sing melody & harmony • Social: collaboration, co-operation, respect, communication • Emotional: confidence, perseverance, independence • Thinking: creativity, reflection, comprehension, provide feedback 	<ul style="list-style-type: none"> • Listening: identify instruments, identify features of the style • Composing: use staff notation, create melodies & rhythms • Performing: follow staff notation, soloist & ensemble, match pitch, sing over an octave • Social: respect, collaboration, leadership, co-operation • Emotional: confidence, independence, perseverance, determination • Thinking: provide feedback, reflection, select & apply, comprehension 	<ul style="list-style-type: none"> • Listening: identify inter-related dimensions, effect & character, identify intervals & harmonies • Composing: use intervals, improvise melodies, use harmonies & chords, use inter-related dimensions • Performing: follow notation, group ensemble, harmonise in 2, 3 & 4 parts • Social: co-operate, support, respect, leadership, kindness • Emotional: independence, confidence, perseverance, determination, integrity • Thinking: provide feedback, reflection, creativity, select & apply

As advocates for our faith and other faiths communities....

- *Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions*
- *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*
- *Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority*
- *Make clear connections between what people believe and how they live, individually and in communities*
- *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*
- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
- *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.*
- *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.*

In RE we will be studying...

People of God

- **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.

In RE we will ...

Christianity

- **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
- Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their lives

In RE we will ...

Creation/Fall

- **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

<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? <p>Understand how and why we collaborate online (including blogging).</p>	<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 - Receiving - Tackling - Creating and using space 	<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 - Gymnastics - Key Skills: Physical - Straddle roll - Forward roll - Backward roll - Counter balance - Counter tension 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Netball: - Key Skills: Physical - Passing - Catching - Footwork - 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 - Athletics - Key Skills: Physical - Pacing - Sprinting technique - Relay changeovers - Jumping for height

<ul style="list-style-type: none"> - 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 - 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 - 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"> - 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 - Tennis - 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 - 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, Gymnastics Term 4 – Tennis, Fitness</p> 	<ul style="list-style-type: none"> - 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 - 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 <p>Units covered by Get Set 4 PE Term 5 - Netball, May Day Term 6 – Swimming, 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; - Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. 	<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; - •Describe safe behaviours when using communication technology. 	<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. - Identify risk factors in a given situation (involving alcohol);

<ul style="list-style-type: none"> - 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; - Challenge stereotypical gender portrayals of people. 	<ul style="list-style-type: none"> - •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. 	<ul style="list-style-type: none"> - 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"> - Recognise and explain that different jobs have different levels of pay and the factors that influence this; - 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.
<p>As Spanish speakers we will learn about:</p> <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. - 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. 	<p>As Spanish speakers we will learn about:</p> <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. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<p>As Spanish speakers we will learn about:</p> <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. - 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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| | <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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