

## Year 6 Curriculum Map: 2022-2023

Timescale	7 Weeks	7 Weeks	5 Weeks	6 Weeks	6 Weeks	7 Weeks
<b>Overall theme</b>	<b>Journey Around The World</b>	<b>No Man's Land</b>	<b>I've a feeling we're not in Kansas anymore!</b>	<b>Children of the War</b>	<b>There is no Planet-B</b>	<b>Speak up!</b>
<b>Reading Key Text</b>	<p>The London Eye Mystery – Siobhan Dowd</p> <p>Non-Fiction texts about the London Eye including leaflets</p> <p>Poem – The Jabberwocky – Lewis Carroll</p>	<p>War Game – Village Green to No Man's Land – Michael Foreman</p> <p>Poem: On Flanders' Fields – Wilfred Owen</p> <p>Non-Fiction texts about WW1</p>	<p>The Wizard of Oz – L. Frank Baum</p> <p>Poem – The Highwayman – Alfred Noyes</p>	<p>Letters from the Lighthouse – Emma Carroll</p> <p>The Diary of a Young Girl – Anne Frank – certain extracts</p> <p>Poem: Dulce Et Decorum Est – Wilfred Owen</p>	<p>Kensuke's Kingdom – Michael Morpurgo</p> <p>Autobiographies – David Attenborough</p> <p>Poem – If – Rudyard Kipling</p>	<p>Wonder – RJ Palacio</p> <p>Non-fiction texts about plastic pollution</p> <p>Poem: Speak Up! – Kim Bradley</p>
<b>Reading skills</b>	<p>Asking questions to improve their understanding</p> <p>Predicting what might happen and summarising the main ideas</p> <p>Identifying how language, structure and presentation</p>	<p>Word meaning and summarising</p> <p>Asking questions to improve their understanding.</p> <p>Predicting what might happen and summarising the main ideas.</p> <p>Identifying how language, structure and</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p> <p>Checking that the book makes sense.</p> <p>Identifying how language, structure</p>	<p>Word meaning and summarising</p> <p>Checking that the book makes sense</p> <p>Asking questions to improve their understanding</p> <p>Retrieval, inference and justify and explain</p>	<p>Word meaning and summarising</p> <p>Asking questions to improve their understanding</p> <p>Retrieval, inference and justify and explain using evidence from the text</p>	<p>Word meaning and summarising</p> <p>Asking questions to improve their understanding</p> <p>Identifying how language, structure and presentation contribute to meaning</p>

	<p>contribute to meaning</p> <p>Retrieval, inference and justify and explain using evidence from the text</p> <p>Why questions</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>presentation contribute to meaning</p> <p>Comparisons of setting , characters</p>	<p>and presentation contribute to meaning</p> <p>Retrieval, inference and justify and explain using evidence from the text when, who, where and why, how questions – identifying in paragraphs.</p> <p>Distinguishing between fact and opinion</p>	<p>using evidence from the text - When, who, where and why, how questions – identifying in Paragraphs.</p> <p>Distinguishing between fact and opinion</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Retrieval, inference and justify and explain using evidence from the text</p> <p>Learning poetry by heart and prepare for performance</p> <p>Distinguishing between fact and opinion</p>
<p><b>Grammar Punctuation skills</b></p>	<p>A wide range of clause structures eg. Relative, subordinate, identify main clauses.</p> <p>Explore and investigate active and passive eg, Some people argue that....(active)</p> <p>It has been argued that...(passive)</p>	<p>Use of fronted adverbials</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>A wide range of clause structures: relative, subordinate</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Identify the subject and object of a sentence</p>	<p>A wide range of clause structures relative, subordinate</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Explore, collect and use examples of the different verb forms</p>	<p>A wide range of clause structures relative, subordinate</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of fronted adverbials</p> <p>Linking ideas across paragraphs using a</p>	<p>A wide range of clause structures relative, subordinate</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of fronted adverbials</p> <p>Linking ideas across paragraphs using a</p>

	<p>Using expanded noun phrases.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Explore, collect and use examples of the different verb forms eg modal passive perfect form</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Punctuating bullet points consistently</p>	<p>Explore, collect and use examples of the different verb forms.</p> <p>Use persuasive sentence starters such as: It is obvious that, without a doubt, no-one can deny.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p>	<p>Use adverbials such as: on the other hand, the opposing view is, in contrast, although, alternatively</p>	<p>wider range of cohesive devices</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Explore and investigate active and passive eg, Some people argue that...(active) It has been argued that...(passive)</p> <p>Use persuasive sentence starters such as: It is obvious that, without a doubt, no-one can deny</p>	<p>wider range of cohesive devices</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Identify the subject and object of a sentence</p> <p>Explore, collect and use examples of the different verb forms</p>
<b>Phonics/ Spelling</b>	Revisit previous homophones	<p>prefixes and suffixes</p> <p>Revisit previous homophones</p>	Homophones: ending in –ce (noun) or –se (verb)	Year 6 homophones	Year 6 homophones	Homophones and near homophones

	<p>Revisit words with letter string ough augh</p> <p>Use of a dictionary to support teaching</p> <p>Proofreading to check spelling</p> <p>use the first three or four letters of a word to check</p> <p>Spell words with silent letters</p> <p>use a thesaurus</p>	<p>Word endings –shun sound. –tion –sion -cian -ssion</p> <p>Use of a dictionary to support teaching</p> <p>use the first three or four letters of a word to check</p> <p>Proofreading to check spelling use a thesaurus</p>	<p>Revisit word endings –ably -ibly -able -ible</p> <p>Word endings –ous spelt –cious -tious</p> <p>Revisit prefixes and suffixes</p> <p>Proofreading someone else’s writing use a thesaurus</p>	<p>Words ending in –ant -ance -ancy -ent -ence -ency</p> <p>Revisit prefixes and suffixes</p> <p>Proofreading someone else’s writing use a thesaurus</p>	<p>Generating words from prefixes and suffixes</p> <p>Embedding proofreading strategies when reviewing own writing independently use a thesaurus</p>	<p>Generating words from prefixes and suffixes</p> <p>Embedding proofreading strategies when reviewing own writing independently use a thesaurus</p>
<b>Writing skills</b>	<p>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing.</p> <p>Plan writing by drawing on a writing model</p>	<p>Use synonyms and pronouns to build cohesion within and across paragraphs</p> <p>Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher</p> <p>Reflect upon the effectiveness of</p>	<p>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing.</p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing</p>	<p>Compare two similar texts and draw on these to create own plan for writing.</p> <p>Revise the different sentence Structures</p> <p>Examine and compare how authors develop characters in books</p> <p>Reflect upon the effectiveness of</p>	<p>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing,</p> <p>Compare how characters and settings are presented in films and performances,</p>	<p>Draw on similar writing models, reading and research to create own plan for writing,</p> <p>Assess the effectiveness of own and others’ writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation</p>

	<p>Examine and compare how authors develop settings in books</p> <p>Blend action and dialogue within sentences and paragraphs to convey character and advance the action</p> <p>Revise the use of different sentence structures</p>	<p>writing in relation to audience and purpose.</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Proofread, suggest and make changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</p>	<p>Blend action and description within sentences and paragraphs to convey character and advance the action</p> <p>Use devices to build cohesion within and across paragraphs in narrative writing</p>	<p>writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</p>	<p>Select and discuss appropriate register for formal and informal purposes,</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action</p> <p>Use a wide range of devices to build cohesion within and across paragraphs,</p>	<p>to enhance effects and clarify meaning. When writing and editing, consciously control the use of different sentence structures for effect.</p> <p>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing</p>
<b>Independent Writing including cross curricular</b>	<p>Leaflets / information posters about London</p>	<p>Diary entry as a soldier playing football on Christmas Day</p>	<p>Explanation: what impact smoking has upon the body, lifestyle and social circumstances</p>	<p>Retelling events from WW2</p> <p>Explanation about how light works / travels</p>	<p>Autobiography – Chas Jacobs</p>	<p>Newspaper report linked to Victorians</p> <p>Short Autobiography Charles Darwin</p> <p>Writing poems about Bullying</p> <p>Letters about saving the planet</p>
<b>Maths</b>	<p><b>Place Value</b> read, write, order and compare numbers up to 10</p>	<p><b>Position and Direction</b> describe positions on the full coordinate grid (all four quadrants)</p>	<p><b>Place Value</b> Revisit previously learnt place value</p>	<p><b>Shape and Angles</b> draw 2-D shapes using given dimensions and angles</p>	<p><b>Decimals</b> identify the value of each digit in numbers given to three decimal</p>	<p>Children to complete project based learning to prepare them for</p>

	<p>000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>solve number and practical problems that involve all of the above.</p> <p><b>Addition and Subtraction</b> perform mental calculations,</p>	<p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p><b>Statistics</b> interpret and construct pie charts and line graphs and use these to solve problems</p> <p><b>Fractions</b> use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions &gt; 1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest</p>	<p><b>Percentages</b> solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p><b>Mental and Written Calculation</b> use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>revisit previously learnt methods for the 4 operations</p> <p>solve problems involving addition, subtraction,</p>	<p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p><b>Measurement</b> Revisit previously learnt perimeter, area and volume</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and</p>	<p>places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p><b>Fractions</b> Revisit previously learnt fractions – equivalence, simplifying etc.</p>	<p>the transition to Secondary School.</p>
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	<p>including with mixed operations and large numbers</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Multiplication</b> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p><b>Division</b> divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p>	<p>form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math></p> <p>divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ]</p> <p><b>Fractions, Decimals and Percentages</b> recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b>Measurement</b> use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal</p>	<p>multiplication and division</p> <p><b>Shape</b> Revisit previously learnt 2D and 3d shape</p> <p><b>Position and Direction</b> Revisit previously learnt coordinates, translation and reflection</p> <p><b>Algebra</b> use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p><b>Ratio and Proportion</b> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p>	<p>cubic metres (<math>m^3</math>), and extending to other units [for example, <math>mm^3</math> and <math>km^3</math>].</p> <p>convert between miles and kilometres</p> <p><b>Statistics</b> calculate and interpret the mean as an average</p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p><b>Ratio and Proportion</b> Revisit previously learnt ratio and proportion</p> <p><b>Algebra</b> use simple formulae</p> <p>generate and describe linear number sequences</p>		
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	<p>solve problems involving addition, subtraction, multiplication and division</p> <p><b>Area, Perimeter and Volume of Shapes</b> recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p>	<p>notation up to three decimal places where appropriate</p> <p><b>Number</b> identify common factors, common multiples and prime numbers</p> <p><b>Multiplication</b> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p><b>Division</b> divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p>	<p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p><b>Calculating with Decimals</b> identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has</p>	<p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables.</p> <p><b>4 rules of number</b> Revisit previously learnt methods and problem solving</p> <p><b>Fractions, Decimals and Percentages</b> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]</p> <p>Revisit previously learnt fractions, decimals and percentages</p>		
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			up to two decimal places			
<b>Cross Curricular Maths</b>	Geography: position – lines of latitude/longitude, time zones Negative numbers - temperatures	Science: graphs and data History: dates / timelines	Science: measuring changes in pulse rate/heart rate before and after exercise  Design and Technology: Measuring and scaling for making a chassis and other parts	Geography – data handling biomes – temperature.  Geography: Grid references	Science: present information in a table  History: dates / timelines, amounts linked to WW2	Science/ environment: fraction and percentage – measuring and comparing
<b>Science</b>	<b>Living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics  Cross curricular – textease branching	<b>Animals including humans</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans .  <b>Richard Doll</b>	<b>Evolution and inheritance</b> 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	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram  <b>Mildred S Dresselhaus</b>	<b>Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  <b>William Harvey</b>	<b>Light</b> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the

	<p>programme – creating a classification key. Pupils will find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p><b>Carl Linnaeus</b></p>		<p>different ways and that adaptation may lead to evolution.</p> <p><b>Charles Darwin</b></p>			<p>same shape as the objects that cast them</p> <p><b>Euclid</b></p>
<p><b>Working Scientifically</b></p>	<p>Group and classify animals and plants in the local environment. Research unfamiliar animals and plants and classify.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Research the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Investigate/ observe/ measure the changes to breathing, heart beat and or pulse rates after exercise. Discuss how this would impact on a heavy smoker / on a person with a high fat/ high sugar diet.</p>	<p>Research how local animals are adapted to their environment.</p> <p>Compare how living things adapt to survive in different biomes (hot- camel, cold – polar bear)</p> <p>How have they evolved? How do you think they will need to evolve in the future?</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships</p>	<p>Test the effect of changing one component at a time in a circuit.</p> <p>Design a burglar alarm.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p>Explain time; day/night, month, year, seasons. Investigate how shadows are made. Can we change the shadow by changing a variable?</p> <p>Why do objects look bent in water.</p> <p>Children to use diagrams to explain time through planetary relationships/ movements. Planning different types of scientific enquiries to answer</p>

	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>		<p>and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>			<p>questions, including recognising and controlling variables</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>
<p><b>Art</b></p>	<p><b>Collage</b> Texture of surface – use collage to embellish portraits.</p> <p><b>Pablo Picasso</b></p>		<p><b>Drawing</b> In journals, make drawings of the sea, seaside, lighthouses, boats, from photographs. Experiment using a range of pencils, charcoal and chalk, biro and felt pens, pastels and oil pastels. <b>Chas Jacobs</b> as an artist Arrange a still life created from seaside objects such as deckchairs, buckets and spades, fishing nets, life belts etc.</p>			<p><b>Textiles</b> Create patchwork textiles – saving the planet / pollution</p> <p><b>Anni Albers</b></p>

			Make numerous drawings in journals			
<b>Computing</b>	<p><b><u>Using Technology Safely</u></b> Privacy and Security</p> <p><b><u>Information Technology – Knowledge of technology and it’s uses</u></b> To understand how the internet network is set up in the home and how a web page is accessed across the internet. To model how internet packets travel around the world via routers. To see how the Internet connects across the world. To see how the same route can take a different number of routers as the Internet directs packets along different routes.</p>	<p><b><u>Using Technology Safely</u></b> Online Relationships</p> <p><b><u>Information Technology – Usage of Skills</u></b> Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations. <b>Google sites / PowerPoint</b></p>	<p><b><u>Using Technology Safely</u></b> Online Bullying</p> <p><b><u>Computer Science</u></b> To recap all prior Computer Science skills taught. To justify their selection of variables and predict what might happen if alternative variables are chosen. <b>Scratch</b></p>	<p><b><u>Using Technology Safely</u></b> Managing Online Information</p> <p><b><u>Information Technology – Usage of Skills</u></b> Use video editing software including green screen – creating a promotional video for our school. <b>Apple Clips</b></p>	<p><b><u>Using Technology Safely</u></b> Health, Well-being and Lifestyle Copyright and Ownership</p> <p><b><u>Information Technology – Usage of Skills</u></b> To design, create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information <b>Excel and Google</b></p>	<p><b><u>Using Technology Safely</u></b> Self-Image and Identity Online Reputation</p> <p><b><u>Computer Science</u></b> To recap all prior Computer Science skills taught. To justify their selection of variables and predict what might happen if alternative variables are chosen. <b>Kodu</b></p>

<p><b>Design Technology</b></p>		<p><b>Food Technology – Celebrating Culture and Seasonality</b></p> <p><b>Technical Knowledge</b>  Consider influences of chefs  Know where and how ingredients are grown and processed  Show awareness of a healthy diet.</p> <p><b>Designing</b>  Use researched information to make informed decisions  Produce a detailed list of ingredients and tools  Devise step by step plans which can be followed by someone else  Select and prepare foods for a particular purpose</p> <p><b>Making</b>  To use a range of cooking techniques  To work safely and hygienically  To prepare food products</p>		<p><b>Making a remote control car for a year 1 child that moves and has electrical components – can move forwards and backwards and has lights</b></p> <p>Electrical Systems and Combining learning from across DT skills bases- structures, mechanical systems, electrical systems, ICT programming and control.</p> <p><b>Technical knowledge</b>  Understand that mechanical and electrical systems have an input, process and an output.  Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.</p> <p><b>Designing</b>  Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking.  Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.</p>	
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		<p>To weigh and measure using scales</p> <p><b>Evaluating</b> Discuss how well the product meets the intended criteria</p>		<p>Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p><b>Making</b> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</p> <p><b>Evaluating</b> Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components. Consider the views of others to improve their work</p>		
<p><b>MFL</b> <b>French</b></p>	<p>To recall phrases to describe feelings To remember words and phrases about school subjects To understand 'o'clock' time phrases</p>	<p>To understand the nouns for rooms in the house To pronounce some objects for the house To use adjectives to describe rooms in the house</p>	<p>To understand some numbers used in dates To recognise and understand familiar and unfamiliar nouns To identify some parts of a verb in French To create opinions about a sport</p>	<p>To be able to use their language skills to understand unfamiliar nouns To give a simple description of a fairground ride</p>	<p>To learn about café culture words To know the name of snacks and drinks To take part in café role play To take part in a sketch about a café</p>	<p>To be able to recall familiar language To perform a magicians sketch in another language To be able to write their favourite words. To be able to perform a superstar sketch</p>

	<p>To remember and use numbers 0-60</p> <p>To talk about and answer questions about their daily routine</p>	<p>To say and write a sequence of sentences to make a story</p> <p>To understand new nouns and use them to play a game</p> <p>To use prepositions to say where things are</p>	<p>To understand and write simple information about sports</p>	<p>To write simple sentences about a funfair</p> <p>To say and write sentences about themselves</p> <p>To say and write a sequence of short sentences about themselves</p>	<p>To know some facts about favourite French meals</p> <p>To be able to follow a story about going to a restaurant</p>	<p>To display their learning on a poster</p>
<b>Geography</b>	<p><b>NORTHERN EUROPE AND NORTH AMERICA</b></p> <p><b><u>Location knowledge</u></b></p> <p>Name and locate the countries of North America and Northern Europe. <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</i>Revision</p>	<p><b><u>Human and physical –</u></b></p> <p>Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world</p> <p>Explain how countries and geographical regions are interconnected and interdependent.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p>	<p><b>COMPARE MORECAMBE. NORTHERN EUROPE AND NORTH AMERICA</b></p> <p><b><u>Location knowledge</u></b></p> <p>Identify the location of Mexico and its major cities on a range of maps.</p> <p>Identify and compare an area of Northern Europe, North America and Morecambe.</p> <p><b><u>Place knowledge</u></b></p> <p>Make a range of comparisons between Morecambe and other locations studied (area of Northern Europe and North America). Describe some of the effects of economic</p>		<p><b>LOCAL FIELDWORK STUDY</b></p> <p><b>Coastal regions</b></p> <p><b>THE WATER CYCLE</b></p> <p><b>LINK TO ENVIRONMENTAL DAMAGE</b></p> <p><b><u>Location knowledge</u></b></p> <p>Locate the Morecambe on a range of maps of various scales and perspectives.</p> <p>Describe, compare and evaluate the land use in Morecambe over time.</p> <p>Investigate and compare the locations of coastal areas and coastal features.</p> <p><b><u>Place knowledge</u></b></p>	

	<p><b><u>Human and physical</u></b> Secure understanding of the links between the human and physical geography of the places studied.</p> <p><b><u>Geographical skills and fieldwork</u></b> Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Explain how types of map give different perspectives/show prejudice</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps</p>		<p>activity and distribution of natural resources on the people who live in the places studied.</p> <p>Identify and describe geographical links (interconnections) between the range of places and processes studied.</p> <p>Describe geographical diversity across the world.</p> <ul style="list-style-type: none"> <li>- Explain and discuss a range of reasons for geographical similarities and differences between countries.</li> </ul> <p>Morecambe, Northern Europe and North America</p> <p><b><u>Geographical skills and fieldwork</u></b> Apply age-appropriate Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and</p>		<p>Explain how human and physical features and processes interact and cause change over time.</p> <p>Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources.</p> <p>Understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity</p> <p><b><u>Human and physical</u></b> Identify how the physical and human geographical features of Morecambe has an impact on economic activity and suggest ways in which the local economy/services could be improved.</p> <p>Understand and describe the main processes of the water</p>	
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	<p>and topological maps – as in London’s Tube map)</p>		<p>digital mapping to locate countries and describe features studied Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume) Confidently use distribution/thematic maps to illustrate an idea or discussion Use six figure grid references to identify and describe locations On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research</p>		<p>cycle and describe some of its effects on the climate and physical geography of the Earth. Identify the physical and human activities associated with the UK and local coastline. Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved. Identify and describe how the physical features affect the human activity within a location. <b><u>Geographical skills and fieldwork</u></b> Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results Evaluate own observations, compare them with others and draw conclusions</p>	
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					<p>Use a compass confidently and show awareness of the 16-point compass rose and compass quadrant bearings (e.g. <math>103^\circ = S 77^\circ E</math>)</p> <p>Design/draw distribution/thematic maps</p> <p>Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents)</p> <p>Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC)</p> <p>Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability)</p>	
<b>History</b>		<b>WW1</b>		<b>WW2</b>		<b>The Victorians</b>

		<p><b>Chronological understanding</b> Place current study on timeline in relation to other studies. Use relevant dates and times. Sequence a range of events accurately on a timeline and corroborate with evidence when relevant. Describe the main changes in a period of history.</p> <p><b>Range and depth of historical knowledge</b> Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. Know Key dates, characters and events of time studied. Children understand reasons for the expansion and dissolution of empires. Children understand when ancient civilisations existed in relation to</p>		<p><b>Chronological understanding</b> Place current study on timeline in relation to other studies. Use relevant dates and times. Sequence a range of events accurately on a timeline and corroborate with evidence when relevant. Describe the main changes in a period of history.</p> <p><b>Range and depth of historical knowledge</b> - Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. - Know Key dates, characters and events of time studied. Children understand reasons for the expansion and dissolution of empires.</p>		<p><b>Chronological understanding</b> Place current study on timeline in relation to other studies. Use relevant dates and times. Sequence a range of events accurately on a timeline and corroborate with evidence when relevant. Describe the main changes in a period of history.</p> <p><b>Range and depth of historical knowledge</b> - Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. Know Key dates, characters and events of time studied. Children understand reasons for the expansion and dissolution of empires.</p>
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		<p>periods and civilisations studied.</p> <p>Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.</p> <p><b>Historical Interpretations</b></p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion?</p> <p>Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently.</p> <p>Evaluate evidence to choose the most reliable/useful forms.</p> <p>Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p><b>Historical enquiry</b></p>		<p>*Children understand when ancient civilisations existed in relation to periods and civilisations studied.</p> <p>*Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.</p> <p><b>Historical Interpretations</b></p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion?</p> <p>Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently.</p> <p>Evaluate evidence to choose the most reliable/useful forms.</p>		<p>Children understand when ancient civilisations existed in relation to periods and civilisations studied.</p> <p>Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.</p> <p><b>Historical Interpretations</b></p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion?</p> <p>Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently.</p> <p>Evaluate evidence to choose the most reliable/useful forms.</p>
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		<p>Recognise primary and secondary sources. Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. Which sources of evidence are the most reliable/useful? Why? Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Bring knowledge gathered from several sources together in a fluent account. <b>Organising and presenting</b> Know and show a good understanding of</p>		<p>Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history. <b>Historical enquiry</b> Recognise primary and secondary sources. Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. Which sources of evidence are the most reliable/useful? Why? Choose reliable sources of evidence to answer questions, realising that there is often not a single</p>		<p>Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history. <b>Historical enquiry</b> Recognise primary and secondary sources. Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. Which sources of evidence are the most reliable/useful? Why? Choose reliable sources of evidence to answer questions, realising that there is often not a single</p>
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		<p>historical vocabulary including abstract terms such as Propaganda, democracy, civilisation, social, political, economic, cultural, and religious. Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project about the period studied.</p>		<p>answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Bring knowledge gathered from several sources together in a fluent account.  <b>Organising and presenting</b>          Know and show a good understanding of historical vocabulary including abstract terms such as Propaganda, democracy, civilisation, social, political, economic, cultural, and religious. Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel</p>		<p>answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Bring knowledge gathered from several sources together in a fluent account.  <b>Organising and presenting</b>          Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious. Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p>
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				guides, posters, news reports. Plan and present a self-directed project about the period studied.		Plan and present a self-directed project about the period studied.
<b>Music</b>	<p><b>Charanga – Happy</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-</p>		<p><b>Charanga – A new year carol</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p><b>Charanga – Classroom Jazz 2</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p><b>Independent activity ( Instruments)</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments and beginning to read music with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	

	<p>related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		<p>and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		
<p><b>PE</b></p>	<p><b>Team Building</b></p> <p>Work as a team / problem solving</p> <p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance (gymnastics)</p>	<p><b>Attacking and defending - Hockey</b></p> <p>Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Dance</b></p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance (gymnastics)</p> <p><b>Attacking and defending – Netball</b></p> <p>Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending</p>	<p><b>Attacking and defending - Rounders</b></p> <p>Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending</p> <p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Attacking and defending - Badminton</b></p> <p>Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending</p> <p><b>Outdoor Adventurous Activities</b></p> <p>take part in outdoor and adventurous activity challenges</p>

		Perform dances using a range of movement patterns (Ludus Dance Project)				both individually and within a team
<b>RE</b>	<b>Key Question: Is life like a journey?</b>					
	<p><b>Hindu dharma</b> <b>Is there one journey or many?</b></p> <p>Discuss the special milestones that we might celebrate during a person's lifetime.</p> <p>Discuss how our rights, responsibilities and relationships with others might change as we go through life.</p> <p>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked.</p> <p>Explain how belief in reincarnation might affect the way in</p>	<p><b>Christianity (God)</b> <b>How do Christians mark the 'turning points' on the journey of life?</b></p> <p>Discuss differing ideas and opinions about the purpose of human life.</p> <p>Discuss the importance of saying sorry and forgiveness in maintaining relationships with others.</p> <p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian.</p> <p>Explain (simply) Christian beliefs about salvation.</p> <p>Explain how Christian beliefs about life after</p>	<p><b>Buddhism</b> <b>What do we mean by a 'good life'?</b></p> <p>Discuss the meaning of contentment – is it the same as happiness, or something different?</p> <p>Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have?</p> <p>Analyse Buddhist beliefs and teachings about how to be content.</p> <p>Explain Buddhist beliefs and values contained within the story of Prince Siddhartha.</p>	<p><b>Christianity (Jesus)</b> <b>Why do Christians believe Good Friday is 'good'?</b></p> <p>Consider how people might mature and become stronger through overcoming difficulties.</p> <p>Consider the value of being part of a community on the 'journey of life'.</p> <p>Retell the events leading up to and including the death of Jesus.</p> <p>Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian</p>	<p><b>Islam</b> <b>What is Hajj and why is it important to Muslims?</b></p> <p>Discuss how people might change over the course of their life.</p> <p>Consider what support people might need on life's journey.</p> <p>Analyse the Five Pillars of Islam and how they are linked.</p> <p>Explain how the beliefs and values of Islam might guide a person through life.</p> <p>Explain the importance of the Ummah for Muslims and that this is a</p>	<p><b>Christianity (Church)</b> <b>If life is like a journey, what's the destination?</b></p> <p>Consider the value of celebrating landmarks in life – for individuals and communities.</p> <p>Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God.</p> <p>Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism).</p> <p>Analyse the important of Christian rites of passage as an</p>

	<p>which a Hindu views the 'journey of life'.</p> <p>Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives.</p> <p>Describe and explain the four ashramas (stages of life) in the life of a Hindu.</p> <p>Explain how a person might change as they move from one ashrama to the next.</p> <p>Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama. Ask and respond to questions about their own journey of life.</p>	<p>death might affect a believer's sense of purpose and behaviour throughout the journey of life.</p> <p>Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation).</p> <p>Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice.</p> <p>Raise questions about the meaning and purpose of life. Reflect on the benefits and difficulties of forgiveness.</p>	<p>Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths.</p> <p>Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.</p> <p>Consider the importance of daily meditation in Buddhism.</p> <p>Discuss the potential barriers to their happiness and what they can do to overcome these.</p>	<p>during difficult times in their own life.</p> <p>Explain how and why Christian individuals and communities might celebrate the events of Holy Week.</p> <p>Use religious vocabulary to describe and explain the Eucharist.</p> <p>Explain different Christian beliefs about the Eucharist and its importance.</p> <p>Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'.</p> <p>Discuss importance of having companionship on the journey of life.</p>	<p>community of diverse members.</p> <p>Describe and explain the importance of Hajj, including the practices, rituals and impact.</p> <p>Explain how a person might change once becoming a hajji.</p> <p>Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage.</p> <p>Consider how they have changed so far, how they will continue to change and the support and guidance that might be needed.</p>	<p>expression of faith and commitment.</p> <p>Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies.</p> <p>Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change.</p> <p>Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life.</p>
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<b>Collective Worship</b>	<ul style="list-style-type: none"> <li>• Good relationships include giving, not just taking</li> <li>• Relying on others: Rama and Sita</li> <li>• Diwali</li> <li>• Trust and relationships with God</li> <li>• Helping each other</li> <li>• Picture News - Reflecting on current issues.</li> <li>• Reflecting on religious stories and values - NISCU weekly videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Happy times</li> <li>• How to be thoughtful</li> <li>• What makes a gift special?</li> <li>• Thinking of others with less than we have.</li> <li>• Christmas story</li> <li>• Picture News - Reflecting on current issues.</li> <li>• Reflecting on religious stories and values - NISCU videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Resolutions</li> <li>• Making up with people I've upset: saying sorry</li> <li>• Tashlich: Jewish practice of "casting off" sins</li> <li>• Lent – giving up luxuries and giving the money to people in need</li> <li>• Lent – doing extra things for others</li> <li>• Picture News - Reflecting on current issues.</li> <li>• Reflecting on religious stories and values - NISCU videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Being brave in the face of danger</li> <li>• Standing up for others</li> <li>• Facing challenges in your life</li> <li>• Consequences of our actions</li> <li>• Paying the price for bad deeds</li> <li>• Picture News - Reflecting on current issues.</li> <li>• Reflecting on religious stories and values - NISCU videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Being patient with others and yourself</li> <li>• Letting go of mistakes</li> <li>• Looking forward to the future</li> <li>• Ramadan</li> <li>• Eid</li> <li>• Picture News - Reflecting on current issues.</li> <li>• Reflecting on religious stories and values - NISCU videos.</li> </ul>	<ul style="list-style-type: none"> <li>• The qualities that make a good friend</li> <li>• Am I a good friend?</li> <li>• How do friendships grow?</li> <li>• Judaism: the real story of Joseph and his dreams (Genesis 37-45)</li> <li>• Picture News - Reflecting on current issues.</li> <li>• Reflecting on religious stories and values - NISCU videos.</li> </ul>
<b>PSHE</b>	<b>Living in the Wider World</b> L3/4 - Human right and UN L6 - Anti social behaviour L8 - Resolving differences, respecting other's views. L11 - Range of identities of groups in UK	<b>Health and Wellbeing</b> H3 - Different influences on food and diet H4 - Images on media and their affects H6/H7 - Managing complex or conflicting emotions H8 - Coping with change and transition H9/10/11 - Strategies for managing risks H13/14 – Peer pressure and asking for help	<b>Relationships</b> R1 - How to respond to a wider range of feelings R2/R4 - Different types of relationships R3 - Healthy Relationships R5/R19 - Committed loving relationships R7 - Consequences of actions on others	<b>Health and Wellbeing</b> H16 - Habits -tobacco, drug,alcohol. H17 - Risks and effects of substances H18 - Changes in puberty H19 - How a baby is made and how pregnancy can be avoided H20/L5 - FGM and speaking out about it	<b>Relationships</b> R10 - Valuing difference R11 - Working collaboratively towards shared goals R12 - Negotiation and compromise to resolve disputes R13/16/17 - To recognise and challenge stereotypes	<b>Living in the Wider World</b> L13 - Finance in life, consumers. L14 - Importance of looking after money L16 - Setting up enterprise L17/18 - Critical of what they see in media

			R6/20 - Forced Marriage is illegal R8 - Judging whether physical contact is acceptable R9 - Confidentiality	H21/22/24/25 - Strategies for personal safety- online and mobile phone aswell	R14/R18 - Discrimination R15 - Recognise and manage dares R21 - Personal boundaries and privacy	
<b>Values</b>	Cooperation	Thoughtfulness	Responsibility	Tolerance	Honesty	Friendship
<b>SMSC</b>	Tolerance of those with different beliefs and cultures	Mutual respect	The rule of law	Tolerance of those of different faiths	Democracy	Individual liberty
<b>Curriculum links</b>	<b>Geography</b> – London  <b>History</b> – invention of the London Eye / history of inventors	<b>Geography</b> – WW1 – countries, attacks etc.  <b>PE</b> – How did sport bring everyone together on Christmas Day?		<b>Design and Technology / History</b> – Air raid shelter designs		<b>Computing</b> – typing up English work  <b>PSHE</b> – Bullying, tolerance, differences – transition to high school
<b>Visits/Trips</b>						
<b>Displays</b>	<b>Geography:</b> North America / Northern Europe	<b>Science:</b> Electricity	<b>RE:</b> Buddhism	<b>History:</b> World War Two	<b>Science:</b> Animals including Humans	<b>PSHE:</b> Celebrating differences Transition
	<b>Corridor display</b>		<b>Corridor display</b>		<b>Corridor display</b>	
	<b>History:</b> World War One		<b>Science:</b> Evolution and Inheritance		<b>Design and Technology:</b> Celebrating Culture and Seasonality	
	<b>ICT suite display:</b> Usage of Skills – Data (Excel)			<b>ICT suite display:</b> Hyperlinks – Google Sites		

