

5/16 HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 6

Subject	Autumn 1 st Half 6 weeks + 3 days	Autumn 2 nd Half 7 weeks	Spring 1 st Half 5 weeks + 4 days	Spring 2 nd Half 4 weeks + 4 days	Summer 1 st Half 6 weeks + 4 days	Summer 2 nd Half 7 weeks
Curricular Focus						
Key Text	Kensuke's Kingdom		Storm Breaker		Holes	
Learning	<p>Use a range of strategies including accurate decoding of text to read for meaning When reading aloud I can use text as a script, manipulating roles and language to engage the listener. Apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet. Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text I am familiar with wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others ideas and challenging views courteously I can explain and discuss my understanding of what I have read, including through formal presentations and debates I can begin to identify the most relevant points using information from all sections of the text. I can begin to locate information from more than one source/section of text to support my comments. I can select appropriate quotations from a section of text which justify my comments. Deduce, infer or interpret information, events or ideas from text I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text. Identify and comment on the structure and organisation of texts, including grammatical and</p>		<p>Use a range of strategies including accurate decoding of text to read for meaning When reading aloud I can use text as a script, manipulating roles and language to engage the listener. Apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet. Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text I am familiar with wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others ideas and challenging views courteously I can explain and discuss my understanding of what I have read, including through formal presentations and debates I can identify the most relevant points using information from all sections of the text. I can begin to summarise information from different sources. I can quickly locate the relevant sections, from different texts, that will support a specific comment. Deduce, infer or interpret information, events or ideas from text I can give a developed explanation of inferred meaning based on a range of textual evidence. I can make conclusions about characters based on their speech and actions. Identify and comment on the structure and</p>		<p>Use a range of strategies including accurate decoding of text to read for meaning When reading aloud I can use text as a script, manipulating roles and language to engage the listener. Apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet. Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text Become familiar with wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Participate in discussions about books that are read to me and those I can read for myself, building on my own and others ideas and challenging views courteously I can explain and discuss my understanding of what I have read, including through formal presentations and debates I can locate information from more than one source/section of text to give persuasive answers to questions. Deduce, infer or interpret information, events or ideas from text I can begin to make conclusions about characters based on their speech and actions. Identify and comment on the structure and organisation of texts, including grammatical and presentational features I can explain the effect writers' choices have on the reader with confidence. I am beginning to evaluate the effectiveness of devices used for structure and organisation.</p>	

	<p>My comments show that I have a good understanding of the reasons why writers have structured and organised texts in a certain way. I can begin to explain the effect their choices have on the reader.</p> <p>Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level</p> <p>I can begin to analyse how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes.</p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</p> <p>I am beginning to give a summary of the text in which I can identify its main purpose. I can identify and discuss themes and conventions in and across a wide range of writing I am learning a wider range of poetry by heart I can identify the writer's viewpoint with some explanations.</p> <p>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Relate texts to their social, cultural and historical traditions</p> <p>I can comment on text conventions and identify similarities and differences between texts or versions of the same text. I can give some explanation of how the context in which the text was written contributes to its meaning.</p> <p>I can recommend books I have read to their peers, giving reasons for their choices.</p>	<p>presentational features</p> <p>I can discuss and evaluate how the structural and organisational choices support writers' themes and purposes and can support this with reference to the text.</p> <p>Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level</p> <p>I can analyse various features of writers' use of language with some explanation (eg as a story climaxes sentences become short to create tension).</p> <p>I can identify unusual language and tell you why it has been used.</p> <p>I can compare and contrast styles of writers providing evidence and explanation.</p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</p> <p>I can give a concise summary of the texts purpose (eg the writer is against war and wants to persuade you to agree).</p> <p>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing I am learning a wider range of poetry by heart Authors' viewpoints are clearly identified with explanations.</p> <p>I have an awareness of the effect of the text on the reader and can give explanations beyond personal preference.</p> <p>Relate texts to their social, cultural and historical traditions</p> <p>I can comment on text conventions and identify similarities and differences between texts or versions of the same text. I can give some explanation of how the context in which the text was written contributes to its meaning.</p> <p>I can recommend books I have read to their peers, giving reasons for their choices.</p>	<p>language inc. grammatical and literary features at word and sentence level</p> <p>I can analyse how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes. I am beginning to identify unusual language and tell you why it has been used.</p> <p>I can compare and contrast the style of individual writers providing a few examples.</p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</p> <p>I can declare and justify personal preferences for writers and types of text. I can identify and discuss themes and conventions in and across a wide range of writing I am learning a wider range of poetry by heart I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Relate texts to their social, cultural and historical traditions</p> <p>I can comment on text conventions and identify similarities and differences between texts or versions of the same text. I can give some explanation of how the context in which the text was written contributes to its meaning.</p> <p>I can recommend books I have read to their peers, giving reasons for their choices.</p>
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<p>Writing</p>	<p>Short Story Recount Letter Narrative Balanced argument Science Investigation Explanation Newspaper report Diary</p>
<p>Writing – Effect on Audience</p>	<p>Pupils will be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others’ writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, ▪ distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors
<p>Spoken Language/ Drama/ Debate</p>	<p>Pupils will be taught to use spoken language to communicate with effectively through all aspects of school life.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> ▪ Listen and respond appropriately to adults and their peers ▪ Ask relevant questions to extend their understanding and knowledge ▪ Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Speak audibly and fluently with an increasing command of Standard English ▪ Participate in discussions, presentations, performances, role play, improvisations and debates ▪ Gain, maintain and monitor the interest of the listener(s)

	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication. 					
Grammar	<p>Word</p> <p>Children are to know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Children are to discover how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Sentence</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Text</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Terminology for pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					
Spelling/Phonics	National Curriculum See appendix 1 – for spelling and phonic rules 3 / 4 and 5/6	Spelling rules from Appendix 1 to the National Curriculum	Spelling rules from Appendix 1 to the National Curriculum	Spelling rules from Appendix 1 to the National Curriculum	Spelling rules from Appendix 1 to the National Curriculum	Spelling rules from Appendix 1 to the National Curriculum
Handwriting	Single continuous cursive letters Cursive continuous joins	Cursive continuous joins	Pupils will be taught to joined cursive script in line with the federations handwriting policy.			

ths	<p>Number, addition, subtraction, multiplication and division.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> read, write, order and compare up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. solve practical problems that involve all of the above. Multiply multi digit numbers up to 4 digits by a two-digit number using the more formal written method <p>Division</p> <ul style="list-style-type: none"> Divide numbers up to 4 digits using two-digit numbers using formal written methods and Interpret remainders as whole number remainders, fractions or rounding, as a 	<p>Number – fractions (including decimals and percentages)</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, identify the value of each digit in numbers given to three 	<p>Ration and proportion:</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Algebra:</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Use simple formulae Generate and 	<p>Measurement:</p> <p>Pupils will be taught to:</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between 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 Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm) and cubic metres (m), and extending to other units [for example, mm and km]</p>	<p>Final revision for KS2 tests.</p> <p>KS2 tests</p>	<p>Revise taught concepts and apply in a range of different contexts.</p>
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	<p>appropriate for context.</p> <ul style="list-style-type: none"> Divide using the formal written method of division where appropriate, interpreting remainders according to the context. Perform mental calculations, including mixed operations and large numbers (BODMAS) Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the 	<p>decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <ul style="list-style-type: none"> Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Statistics</p> <ul style="list-style-type: none"> Pupils should be taught to: Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>describe linear number sequences</p> <ul style="list-style-type: none"> Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables. <p>Pupils will be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as:</p> <ul style="list-style-type: none"> Missing numbers, lengths, coordinates and angles Formulae in mathematics and science Equivalent expressions (for example, $a + b = b + a$) Generalisations of number patterns Number puzzles (for example, what two numbers can add up to). 	<p>Geometry: properties of shapes</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p>Geometry: position and shape</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Describe positions on the full coordinate grid (all four quadrants) 		
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	<p>context of a problem, an appropriate degree of accuracy.</p> <ul style="list-style-type: none"> ▪ Multiply one-digit numbers with up to two decimal places by whole numbers. ▪ Use written division methods in cases where the answers has up to two decimal places 			<ul style="list-style-type: none"> ▪ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 		
geography	<p>Locational knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Geographical skills and fieldwork</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Human and physical geography</p> <p>Human geography, including: types of settlement and land use.</p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London / Lake District).</p>	<p>Human and physical geography</p> <p>Human geography, including: natural resources including energy, food, minerals and water</p>	
History	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>A local history study</p>	<p>A local history study</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge</p> <p>The changing power of monarchs using case studies such as John</p>

<p>Design & Technology</p>		<p>When designing and making, pupils will be taught to</p> <p>Toys/Pulleys: Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according</p>	<p>Evaluate, investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to</p>		<p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Anne and Victoria beyond 1066.</p> <p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
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		to their functional properties and aesthetic qualities.	program, monitor and control their products.			
ence	<p>Electricity</p> <p>Pupils will be taught to:</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Light</p> <p>Pupils will be taught to:</p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Animals including humans</p> <p>Pupils will be taught to:</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>			<p>Evolution and inheritance</p> <p>Pupils will be taught to:</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

& Design	<p>Pupils should be taught through a focus of surrealism:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>		<p>Pupils should be taught through a focus of Islamic art:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>		<p>Pupils should be taught through a focus of Gia cometti – sculpture.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	
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Computing	<p>E- safety</p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact. <i>See Childnet.com for lesson plans (includes cyber bullying)</i></p> <p>Understand Computer Networks</p> <p>Use search technologies effectively.</p> <p>Appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Blogging and Communication</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.</p> <p>Understand the opportunities they offer for communication and collaboration</p>	<p>Programming</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p>	<p>Data Handling</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p>	<p>Programming</p> <p>Use sequence, selection, and repetition in programs.</p> <p>Work variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs,</p>	<p>Programming</p> <p>Use sequence, selection, and repetition in programs.</p> <p>Work variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs,</p>
<p>Religion (using Sydnor's Creedabus 2013)</p>	<p>Islam</p> <p>Authority and Worship</p>	<p>Islam</p> <p>Sacred and Inspirational Writing</p>	<p>Islam</p> <p>Lifestyle and Celebrations</p>	<p>Journey of Life</p>		
<p>PSHE/SRE</p>	<p>Health and Well being</p> <p>How to maintain, physical, mental and emotional health and wellbeing.</p> <p>How to respond in an emergency. Ways of keeping physically and emotionally safe.</p> <p>Relationships</p>	<p>Health and Well being</p> <p>How to maintain, physical, mental and emotional health and wellbeing.</p> <p>How to respond in an emergency. Ways of keeping physically and emotionally safe.</p> <p>Relationships</p>	<p>Health and Well being</p> <p>How to maintain, physical, mental and emotional health and wellbeing.</p> <p>Relationships</p> <p>How to recognise and manage emotions within a range of relationships.</p>	<p>Health and Well being</p> <p>How to maintain, physical, mental and emotional health and wellbeing.</p> <p>Relationships</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in</p>	<p>Health and Well being</p> <p>How to maintain, physical, mental and emotional health and wellbeing.</p> <p>About managing change, including puberty, transition and loss</p> <p>The way humans are conceived and grow.</p>	<p>Health and Well being</p> <p>How to maintain, physical, mental and emotional health and wellbeing.</p> <p>About managing change, including puberty, transition and loss</p> <p>The way humans are conceived and grow.</p>

	<p>How to recognise risky or negative relationships including all forms of bullying and abuse. Gender stereotyping</p> <p>How to respond to risky or negative relations and ask for help.</p> <p>Living in the Wilder Word About respect for self and others and the importance of responsible behaviour and actions</p>	<p>Pupils will be taught: that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>Living in the Wilder Word About respect for self and others and the importance of responsible behaviour and actions</p>	<p>How to recognise risky or negative relationships including all forms of bullying and abuse. Gender stereotyping SEAL resources on friendship</p> <p>Living in the Wilder Word About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p>	<p>different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>Citizenship Day/gang awareness</p> <p>Living in the Wilder Word About rights and responsibilities as members of families, others groups and ultimately as citizens</p>	<p>Changing body image. Different types of relationships.</p> <p>Pupils will be taught: about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <p>That there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM awareness FORWARDUK or CWP resources)</p>	<p>Changing body image</p> <p>Relationships How to respond to risky and negative relationships and ask for help</p> <p>Living in the Wilder Word About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p>
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<p>languages 2 only)</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the
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	conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
Music	<p>ROTATION OF ACTIVITIES – CHORDS/LISTENING AND APPRECIATION/HISTORY and NOTATION ACTIVITIES 2a, 2c, 2d, 2e, 2f</p>	<p>PITCH AND NOTATION USING HANDBELLS FOR CHRISTMAS 2a, 2c, 2d, 2f</p>	<p>ROTATION ACTIVITIES USING KEYBOARDS – CHORDS/LISTENING AND HISTORY 2a, 2b, 2c, 2d, 2e, 2f</p>	<p>SONGWRITING & CHORDS IN BLUES STYLE (LYRICS AND MELODY) 2a, 2b, 2c, 2d, 2e, 2f</p>	<p>CYCLIC PATTERNS – RHYTHM AND PULSE (USING STOMP) 2b, 2c, 2e, 2f</p>	<p>PERFORMANCE – MUSICAL PRODUCTION 2a, 2c, 2e</p>
Physical Education	<p>Tag Rugby: Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Taking part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Sports hall Athletics: Developing flexibility, strength, technique, control and balance</p> <p>Using running, jumping, throwing in isolation and in combination</p> <p>Comparing performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Hockey: Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Netball: Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Basketball: Using running, jumping, throwing and catching in isolation and in combination</p>	<p>Gymnastics and Dance: Performing dances using a range of movement patterns</p> <p>Developing flexibility, strength, technique, control and balance</p>	<p>Rounders and Cricket: Playing competitive games, modified where appropriate</p> <p>Using running, jumping, throwing and catching in isolation and in combination</p>	<p>Outdoor Athletics: Developing flexibility, strength, technique, control and balance</p> <p>Using running, jumping, throwing in isolation and in combination</p> <p>Comparing performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Trips	London walk		Houses of Parliament		Residential Trip	