

HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 6 2018/19

Subject	Autumn 1 st Half 6 weeks + 3 day	Autumn 2 nd Half 8 weeks	Spring 1 st Half 5 weeks + 4 days	Spring 2 nd Half 6 weeks	Summer 1 st Half 4 weeks + 4 days	Summer 2 nd Half 7 weeks
Whole School Focus	Black History	Disability History	Women's History	Mindfulness	Love Our Planet	LGBTQ+ History
Reading	<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.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet.</p> <p>Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text</p> <p>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.</p> <p>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</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates</p> <p>I can begin to identify the most relevant points using information from all sections of the text.</p> <p>I can begin to locate information from more than one source/section of text to support my comments.</p> <p>I can select appropriate quotations from a section of text which justify my comments.</p> <p>Deduce, infer or interpret information, events or ideas from text</p> <p>I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.</p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features</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.</p> <p>I can begin to explain the effect their choices have on the reader.</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.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet.</p> <p>Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text</p> <p>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.</p> <p>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</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates</p> <p>I can identify the most relevant points using information from all sections of the text.</p> <p>I can begin to summarise information from different sources.</p> <p>I can quickly locate the relevant sections, from different texts, that will support a specific comment.</p> <p>Deduce, infer or interpret information, events or ideas from text</p> <p>I can give a developed explanation of inferred meaning based on a range of textual evidence.</p> <p>I can make conclusions about characters based on their speech and actions.</p> <p>Identify and comment on the structure and organisation of texts, including grammatical and 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>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.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet.</p> <p>Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text</p> <p>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.</p> <p>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</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates</p> <p>I can locate information from more than one source/section of text to give persuasive answers to questions.</p> <p>Deduce, infer or interpret information, events or ideas from text</p> <p>I can begin to make conclusions about characters based on their speech and actions.</p> <p>Identify and comment on the structure and organisation of texts, including grammatical and presentational features</p> <p>I can explain the effect writers' choices have on the reader with confidence.</p> <p>I am beginning to evaluate the effectiveness of devices used for structure and organisation.</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 how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes.</p> <p>I am beginning to identify unusual language and tell you why it has been used.</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.</p> <p>I can Identify and discuss themes and conventions in and across a wide range of writing</p> <p>I am learning a wider range of poetry by heart</p> <p>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.</p> <p>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>Reading and comprehension activities, linked to whole school focus areas</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</p> <p>I am learning a wider range of poetry by heart</p> <p>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.</p> <p>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>Reading and comprehension activities, linked to whole school focus areas</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.</p> <p>I can Identify and discuss themes and conventions in and across a wide range of writing</p> <p>I am learning a wider range of poetry by heart</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.</p> <p>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>Reading and comprehension activities, linked to whole school focus areas</p>	
Writing	<p>Writing to inform Writing to entertain</p> <p>This could include writing linked to whole school focus areas</p>	<p>Writing to inform Writing to entertain</p> <p>This could include writing linked to whole school focus areas</p>	<p>Writing to inform Writing to entertain</p> <p>This could include writing linked to whole school focus areas</p>	<p>Writing to inform Writing to entertain Writing to persuade</p> <p>This could include writing linked to whole school focus areas</p>	<p>Writing to inform Writing to entertain Writing to persuade</p> <p>This could include writing linked to whole school focus areas</p>	<p>Writing to inform Writing to entertain Writing to persuade</p> <p>This could include writing linked to whole school focus areas</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 to:</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) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication. - Present work on whole school themes to parents, family members, other children etc.
<p>Grammar</p>	<p>Word</p> <ul style="list-style-type: none"> - 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] - Children are to discover how words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>Sentence</p> <ul style="list-style-type: none"> - 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)]. - 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>Text</p> <ul style="list-style-type: none"> - 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 - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Punctuation</p> <ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> - subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points 					
Spelling	<p>See Appendix 1 English Spelling – Work for Years 5 & 6</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus 					
Handwriting	Single continuous cursive letters Cursive continuous joins	Cursive continuous joins	Pupils will be taught to joined cursive script in line with the Federation's handwriting policy.			
Maths	<p>Number – addition, subtraction, multiplication and division</p> <p>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</p>	<p>Number – fractions (including decimals and percentages)</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1</p> <p>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</p>	<p>Ratio and proportion</p> <p>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</p>	<p>Measurement</p> <p>Pupils should 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</p> <p>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</p>	Revise taught concepts in a range of different practical contexts.	Apply taught concepts in a range of different practical contexts.

	<p>using the more formal written method</p> <p>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 appropriate for context. 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 context of a problem, an appropriate degree of accuracy. Multiply one-digit numbers with up to two</p>	<p>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 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Geometry – properties of shapes</p> <p>Pupils should be taught to:</p> <p>Draw 2-D shapes using given dimensions and angles</p> <p>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</p>	<p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Algebra</p> <p>Pupils should be taught to:</p> <p>Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables.</p> <p>non-stat</p> <p>Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as:</p> <p>Missing numbers, lengths, coordinates and angles</p> <p>Formulae in mathematics and science Equivalent expressions (for example, $a + b = b + a$) Generalisations of number patterns</p>	<p>decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres 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 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>Statistics</p> <p>Pupils should be taught to: Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>		
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	<p>decimal places by whole numbers. Use written division methods in cases where the answers has up to two decimal places</p>	<p>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> <p>Geometry – position and shape</p> <p>Pupils should be taught to: Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Number puzzles (for example, what two numbers can add up to).</p>			
Geography	<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>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>Human and physical geography</p> <p>Human geography, including: types of settlement and land use.</p> <p>Local study of the area</p>	<p>Human and physical geography</p> <p>Human geography, including: natural resources including energy, food, minerals and water</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</p>
History	<p>Black History Month Understanding events that have shaped Black history</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>Women’s History Understanding events that have shaped women’s history</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, Anne and Victoria beyond 1066</p>

						Changes in an aspect of social history including events that have shaped LGBTQ+ history.
Design & Technology		Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		Understand how key events and individuals in design and technology have helped shape the world Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products Understand and use electrical systems in their products Apply their understanding of computing to program, monitor and control their products.		Cooking and nutrition Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Science	Electricity Pupils should be taught to: 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	Light Pupils should be taught to: 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	Animals including humans Pupils should be taught to: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and		Evolution and inheritance Pupils should be taught to: 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	

	<p>simple circuit in a diagram.</p>	<p>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>water are transported within animals, including humans.</p>		<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	
<p>Art & Design</p>	<p>Pupils should be taught through a focus of surrealism:</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>About great artists, architects and designers in history.</p> <p>This work may also be linked to the whole school focus</p>	<p>See DT</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</p> <p>This work may also be linked to the whole school focus</p>	<p>See DT</p>	<p>Pupils should be taught through a focus of Giacometti - 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</p> <p>About great artists, architects and designers in history.</p> <p>This work may also be linked to the whole school focus</p>	<p>See DT</p>

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.</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>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>Music 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>
R.E. (using Croydon's Agreed Syllabus 2013)	<p>Islam</p> <p>Authority and Worship</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>Journey of Life</p>
<p>Personal, Social, Health and Economic Education (PSHE)</p> <p>Sex and Relationship Education (SRE)</p>	<p>Health and Wellbeing: (PSHE) How to maintain, physical, mental and emotional health and wellbeing.</p> <p>Relationships (PSHE) How to recognise risky or negative relationships including all forms of bullying and abuse. Stereotyping</p> <p>How to respond to risky or negative relationships and ask for help.</p> <p>Living in the wider world (PSHE) About respect for self and others and the importance of</p>	<p>Health and Wellbeing: (PSHE) 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 (PSHE) How to recognise risky or negative relationships including all forms of bullying and abuse. Stereotyping</p> <p>How to respond to risky or negative relationships and ask for help.</p>	<p>Health and Wellbeing: (PSHE) How to maintain, physical, mental and emotional health and wellbeing.</p> <p>Relationships (PSHE) How to recognise and manage emotions within a range of relationships</p> <p>Living in the wider world (PSHE) About rights and responsibilities as members of families, others groups and ultimately as citizens</p>	<p>Health and Wellbeing: (PSHE) How to maintain, physical, mental and emotional health and wellbeing.</p> <p>Relationships (PSHE) How to recognise and manage emotions within a range of relationships</p> <p>Living in the wider world (PSHE) About rights and responsibilities as members of families, others groups and ultimately as citizens</p>	<p>Relationships (PSHE) How to respond to risky and negative relationships and ask for help</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>Living in the wider world (PSHE) About where money comes from, keeping it safe and the importance of managing it effectively.</p>	<p>SRE How to maintain, physical, mental and emotional health and wellbeing.</p> <p>About managing change, including puberty, transition and loss The way humans are conceived and grow. Changing body image</p> <p>Keeping safe (including discussion of harmful practices such as FGM).</p> <p>Relationships (PSHE) How to respond to risky and negative relationships and ask for help</p>

	responsible behaviour and actions	Living in the wider world (PSHE) About respect for self and others and the importance of responsible behaviour and actions				
Spiritual Moral Social and Cultural Development (SMSC)	Through our curriculum plan and whole school focus areas <ul style="list-style-type: none"> • Explore, understand and respect diversity. • Develop an awareness of, and respond respectfully to, others' needs and differences. • Celebrate difference and diversity by taking part in whole school focus activities and events. • Explore what is right and wrong • Work out what we need to do in our community to make sure everyone thrives. • Make explicit links to our school vision. • Develop resilience and inner strength. • Learn to take pride in self and celebrate this. 					
Languages (KS2 only)	Children will focus on one modern foreign language, learning: - To listen and understand to simple oral exchanges - To begin to explore the patterns and sounds of the MFL - To link the spellings and sounds of words	Children will focus on one modern foreign language, learning: - To understand the links between spellings and meanings of words - To engage in simple oral conversations - To ask and answer questions - To begin to write sentences using MFL	Children will focus on one modern foreign language, learning: - To listen attentively to spoken language and show understanding - To use songs and rhymes to link spellings, sounds and words - To express opinions orally and in written form	Children will focus on one modern foreign language, learning: - To respond to the opinions of others - To begin to speak in sentences - To begin to develop accurate pronunciation - To develop a wider vocabulary	Children will focus on one modern foreign language, learning: - To begin to read and understand words, phrases - To use basic phrases - To describe people, places, and animals orally	Children will focus on one modern foreign language, learning: - To confidently engage in conversations - To ask and answer questions using different phrases - To begin to write descriptions
Music	ROTATION OF ACTIVITIES – CHORDS/LISTENING AND APPRECIATION/HISTORY and NOTATION ACTIVITIES 2a, 2c, 2d, 2e, 2f	PITCH AND NOTATION USING HANDBELLS FOR CHRISTMAS 2a, 2c, 2d, 2f	ROTATION ACTIVITIES USING KEYBOARDS – CHORDS/LISTENING AND HISTORY 2a, 2b, 2c, 2d, 2e, 2f	SONGWRITING & CHORDS IN BLUES STYLE (LYRICS AND MELODY) 2a, 2b, 2c, 2d, 2e, 2f	CYCLIC PATTERNS – RHYTHM AND PULSE (USING STOMP) 2b, 2c, 2e, 2f	PERFORMANCE – MUSICAL PRODUCTION 2a, 2c, 2e

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	Geographical field trip – Box Hill		Walking tour of the local area		Residential Trip - Kingswood	