St. Catherine's Long Term Planning 2021-2022: Year 6

St. Catherine's RC Primary School

| Year group: 6 | Autumn 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **English: Writing** | Magazine Hybrid Text | Narrative<br>Information Text | Hybrid Text | Classic Fiction<br>Explanation | Journalistic<br>Discussion | Narrative<br>Biography | Narrative<br>Autobiography |
| | Use a variety of verb forms correctly and consistently including the present perfect<br>Use modal verbs and adverbs for possibility<br>Use a wide range of cohesive devices<br>Use brackets, dashes and commas for parenthesis | Use expanded noun phrases to convey complicated information concisely (Y5)<br>Use passive verbs<br>Link ideas across paragraphs using a wider range of cohesive devices (Y5)<br>Integrate dialogue to convey character and advance the action<br>Use a colon to introduce a list<br>Punctuate bullet points consistently | Use modal verbs or adverbs to indicate degrees of possibility<br>Use expanded noun phrases to convey complicated information concisely<br>Select appropriate grammar and vocabulary<br>Use brackets, dashes or commas to indicate parenthesis | Recognise vocabulary and structures for formal speech and writing, including subjunctive forms<br>Use passive verbs<br>Distinguish between the language of speech and writing<br>Integrate dialogue to convey character and advance the action<br>Use semi-colons to mark boundaries between independent clauses | Use passive verbs<br>Use consistent and correct tense<br>Use the perfect form of verbs<br>Use a wide range of devices to build cohesion<br>Use layout devices<br>Use colons or dashes to mark boundaries between independent clauses | Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)<br>Use a wide range of devices to build cohesion<br>Use a colon to introduce a list and use of semi-colons within lists<br>Use hyphens to avoid ambiguity | Recognise vocabulary and structures for formal speech and writing, including subjunctive forms<br>Identify the audience and purpose for writing<br>Choose the appropriate register<br>Use semi-colons, colons or dashes to mark boundaries between independent clauses |
| **English: Reading** | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br>Make comparisons within and across books<br>Evaluate authors' language choice, including figurative language | | Identify and discuss themes and conventions<br>Summarise main ideas, identifying key details<br>Distinguish between fact and opinion | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br>Evaluate authors' language choice, including figurative language<br>Make comparisons within and across books | Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br>Identify how language, structure and presentation contribute to meaning<br>Evaluate authors' language choice, including figurative language | Summarise main ideas, identifying key details<br>Identify how language, structure and presentation contribute to meaning<br>Distinguish between fact and opinion | Identify and discuss themes and conventions<br>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br>Evaluate authors' language choice, including figurative language |
| **Ongoing reading skills** | • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• Read books that are structured in different ways and reading for a range of purposes<br>• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions<br>• Participate in discussion about books<br>• Ask questions to improve understanding<br>• Explain and discuss understanding of reading<br>• Provide reasoned justifications for views<br>• Recommend books to peers Predict: Predicting what might happen | | | | | | |

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| **Maths** | Place Value<br>Four Operations<br>Fractions<br>Position and Direction | Decimals<br>Percentages<br>Algebra<br>Converting Units<br>Perimeter, Area and Volume<br>Ratio | Properties of Shapes<br>Statistics<br>Investigations |
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| | **Place Value:**<br>Read, write, order and compare numbers up to 10 million and determine the value of each digit.<br>Round any whole number to a required degree of accuracy.<br>Use negative numbers in context and calculate intervals across zero.<br>Solve number and practical problems that involve all of the above.<br>**Four Operations:**<br>Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why.<br>Multiply multi-digit numbers up to four digits using the formal written method of long multiplication.<br>Divide numbers up to four 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.<br>Divide numbers up to four digits by a two-digit number using the formal written method of short division, interpreting remainders according to the context.<br>Perform metal calculations including with mixed operations and large numbers.<br>Identify common factors, common multiples and prime numbers.<br>Use their knowledge of the order of operations to carry out calculations involving the four operations.<br>Solve problems involving addition, subtraction, multiplication and division.<br>Use estimation to check answers to calculations and to determine in context of a problem and an appropriate degree of accuracy.<br>**Fractions:**<br>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br>Compare and order fractions, including fractions > 1.<br>Generate and describe linear number sequences (with fractions).<br>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.<br>Multiply simple pairs of proper fractions, writing the answer in its simplest form.<br>Divide proper fractions by whole numbers<br>Associate a fraction with division and calculate decimal fraction equivalents.<br>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.<br>**Position and direction:**<br>Describe positions on the full coordinate grid (all four quadrants).<br>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. | **Decimals**:<br>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.<br>Multiply one-digit numbers with up to 2 decimal places by whole numbers.<br>Use written division methods in cases where the answer has up to 2 decimal places.<br>Solve problems which require answers to be rounded to specified degrees of accuracy.<br>**Percentages:**<br>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.<br>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.<br>**Algebra**:<br>Use simple formulae.<br>Generate and describe linear number sequences.<br>Express missing number problems algebraically.<br>Find pairs of numbers that satisfy an equation with two unknowns.<br>Enumerate possibilities of combinations of two variables.<br>**Converting Units:**<br>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.<br>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 3dp.<br>Convert between miles and kilometres.<br>**Perimeter, Area and Volume:** Recognise that shapes with the same areas can have different perimeters and vice versa.<br>Recognise when it is possible to use formulae for area and volume of shapes.<br>Calculate the area of parallelograms and triangles.<br>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm, km)<br>**Ratio:** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.<br>Solve problems involving similar shapes where the scale factor is known or can be found.<br>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | **Geometry:**<br>**Properties of Shapes**:<br>Draw 2 -D shapes using given dimensions and angles.<br>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.<br>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.<br>**Statistics**:<br>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.<br>Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.<br>**Investigations:**<br>To consolidate knowledge (learnt throughout year six/key stage two) and partake in a range of challenging mathematical investigations. |

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| **Religion** | Domestic Church – Family<br>Vocation and Commitment<br>Judaism<br>Expectations - Advent | | Sources<br>Islam<br>Unity<br>Death and New Life | | Witness<br>Healing<br>Common Good |
| | **Domestic Church – Family:**<br>To make links between their beliefs about love, their behaviour and how it affects others.<br>To compare their own and other people's ideas about questions of unconditional love.<br>**Vocation and Commitment:**<br>To know and understand commitment in life.<br>To know and understand the vocation of priesthood and religious life.<br>**Judaism:**<br>To understand what Rosh Hashanah is and why it is important to Jewish people.<br>**Expectations - Advent:**<br>To learn about the meaning of advent.<br>To learn about the expectations of Jesus, Mary and ourselves. | | **Sources:**<br>To understand the Bible as the Story of God's love, told by the people of God.<br>**Islam:**<br>To understand the five pillars of Islam.<br>**Unity:**<br>To know and understand what nourishes and what spoils friendship and unity.<br>To understand that the Eucharist challenges and enables the Christian family to live and grow in communion every day.<br>To acquire the skills of assimilation, celebration and application of the above.<br>**Death and New Life:**<br>To understand loss and death bring about change for people.<br>To understand the Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life.<br>To acquire the skills of assimilation, celebration and application of the above. | | **Witness:**<br>To understand to have the courage to be a witness.<br>To understand Pentecost: The Holy Spirit enables people to witness to the Easter message.<br>To acquire the skills of assimilation, celebration and application of the above.<br>**Healing:**<br>To understand when people become sick and need care.<br>To understand the Sacrament of the Anointing of the Sick.<br>To acquire the skills of assimilation, celebration and application of the above.<br>**Common Good:**<br>To be an activist and instil a positive change upon the world. |
| **Science** | Light | Electricity | Evolution and Inheritance | Living Things and their Habitats | Animals including Humans |
| | Can I plan and complete a series of light investigations, identifying variables and ensuring fair testing?<br>Can I demonstrate that light travels in straight lines?<br>Can I understand why a light source is needed to see?<br>Can I describe the movement of light beams off of reflective surfaces?<br>Can I note and explain that a shadow has the same shape as the thing or person casting it?<br>Can I plan and carry out an investigation into shadow size and position of a light source?<br>Can I understand that light can be bent when it is slowed down?<br>Can I recognise that white light can be split into 7 rainbow colours?<br>Can I plan and carry out an investigation into light colour mixing and note the effects of mixing light colours?<br><br>**Observation:**<br>Observe whether light travels in straight or curved lines. | Can I plan electric circuit investigations to consolidate current electrical knowledge?<br>Can I establish current understanding of electricity and approaches to working scientifically?<br>Can I set up a series of enquiries that explore electrical circuits and various effects?<br>Can I identify from circuit diagrams those circuits that will or won't work?<br>Can I draw an accurate circuit diagram?<br>Can I research and explain why electrical components behave as they do in terms of resistance?<br>Can I investigate, design and make dimmer switch and describe how a dimmer switch affects resistance?<br>Can I build a working circuit?<br>Can I explain how components work? | Can I identify inherited characteristics in living things?<br>Can I explain that variation occurs within offspring as well as across a species?<br>Can I research variation and adaptation across specific animals and plants (local and global)?<br>Can I iidentify advantages and disadvantages of certain characteristics?<br>Can I suggest how some animals and plants are adapted to extreme environments?<br>Can I design an animal and a plant that should thrive and survive in a given environment?<br>Can I recognise the role fossils have in the development of evolutionary theory?<br>Can I learn more about the work of Anning, Darwin and Wallace? | Can I understand who Linnaeus was and learn about his classification system?<br>Can I explore classification systems, understanding that they group according to similarities & differences?<br>Can I identify similarities and differences between living things in order to determine their classification?<br>Can I use classification keys to sort living things according to observable characteristics? Can I develop classification keys?<br>Can I test out classification key, identifying potential flaws?<br>Can I observe, research and record features of a range of leaves found in their local environment?<br>Can I design a key to classify leaves found in their local environment? | Can I identify the components of blood, describe their functions, and note the different blood groups?<br>Can I note and name the three types of blood vessel?<br>Can I explore the structure and function of the human heart?<br>Can I investigate and understand that heart size and speed relates to age, fitness & activity and can be improved?<br>Can I understand that nutrients and water are transported around the body in the blood?<br>Can I understand that diffusion and osmosis are processes that move nutrient & water in the body and I investigate diffusion and osmosis?<br>Can I demonstrate how blood transports nutrients, water, gases and waste around the body?<br>Can I explore and demonstrate how the circulatory system works including the role of the heart?<br>Can I identify those aspects of a diet that are healthy and unhealthy and the impact diet?<br>Can I understand the impact exercise has on the body, using scientific evidence?<br>Can I examine the amount and types of exercise that keep a child and adult body healthy?<br>Can I note how lifestyle can impact on the body and identify healthy habits?<br>Can I identify how drugs impact on the way the human body functions?<br>Can Iunderstand that certain drugs can be used for positive effect in the form of medicine?<br><br>**Comparative Tests:**<br>Compare heart rate before, during and after exercise |

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| | | Can I select appropriate batteries?<br><br>**Pattern Seeking:**<br>Investigate what happens in a circuit when there are more bulbs than batteries and vice versa. Use other components for this too. | Can I examine how the fossil record helps us understand evolutionary relationships?<br>Can I understand what a cladogram is and how it shows evolutionary relationships?<br>Can I research and present evolutionary information on a specific animal?<br><br>**Research:**<br>Research a famous scientist e.g. Charles Darwin and explain their contribution to scientific enquiry | Can I describe the key characteristics of unusual living things from around the world?<br>Can I use descriptions of features, and online research, to attempt to classify unusual living things?<br>Can I design, describe and name a new creature that characteristically sits within the Animalia classification?<br>Can I sort 'new' creatures within the Animalia taxonomy?<br><br>**Identify and Classify:**<br>Identify and classify living things using their Kingdom, Phylum, Class, Order, Family, Genus and Species | |
| **Scientific Enquiry** | **Scientific Enquiry:**<br>• I can plan different types of scientific enquiry<br>• I can control variables in an enquiry<br>• I can measure accurately and precisely using a range of equipment<br>• I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>• I can use the outcome of test results to make predictions and set up further comparative and fair tests<br>• I can report findings from enquiries in a range of ways<br>• I can explain a conclusion from an enquiry<br>• I can explain causal relationships in an enquiry<br>• I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory<br>• I can read, spell and pronounce scientific vocabulary accurately | | | | |
| **Topic (History & Geography)** | Pack up Your Troubles<br>(World War One and Two) | | Feeling Hot, Hot, Hot!<br>(Mayans) | Where in the World…?<br>(Locality and Geography) | |
| | • I summarise the main events from a period of history, explaining the order of events and what happened<br>• I can conduct a local history study to compare aspects of history that are significant in our locality.<br>• I understand some of the impacts of both World Wars, locally, nationally and internationally I place features of historical events and people from the past societies and periods in a chronological framework | | • I research in order to find similarities and differences between two or more periods of history.<br>• I place features of historical events and people from the past societies and periods in a chronological framework<br>• I am aware that many of the early civilisations gave much to the world.<br>• I can find out about a non-European society that contrasts with British history e.g. Mayan civilisation.<br>• I know about characteristic features of the Mayans, including the ideas, beliefs, attitudes and experiences<br>• I explain how historic items and artefacts can be used to help build up a picture of life in the past | • I use an atlas by using the index to find places<br>• I use some basic Ordnance Survey map symbols<br>• I use Ordnance Survey symbols and 6-figure grid references<br>• I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels, etc)<br>• I describe how some places are similar and dissimilar in relation to their human and physical features<br>• I explain how time zones work and calculate time differences around the world<br>• I name the largest desert in the world and locate desert regions in an atlas.<br>• 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) | |

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| | | | • I understand geographical similarities and differences through the study of human and physical geography in different areas around the world. |
| **Computing** | Algorithms and Programming | Information Technology | Digital Literacy |
| | • I design a solution by breaking a problem up<br>• I recognise that different solutions can exist for the same reason<br>• I use logical reasoning to detect errors in algorithms<br>• I use selection in programs<br>• I work with variables<br>• I explain how an algorithm works<br>• I can explore 'what if' questions by planning different scenarios for controlled devices | • I select, use and combine software on a range of digital devices<br>• I use a range of technology for a specific project | • I discuss the risks of online use of technology<br>• I identify how to minimise risks |
| **Art** | Autumn | Spring | Summer |
| | **Paul Nash:**<br>• I explain why I have used different tools to create art<br>• I explain why I have chosen specific techniques to create my art and I can explain why I have combined different tools to create their drawings<br>• I can explain why they have chosen specific drawing techniques<br>• I explain the style of my work and how it has been influenced by a famous artist<br>• I show mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g .pencil, charcoal, acrylic and watercolour paints, clay]<br>• I can create sketches that communicate emotions and a sense of self with accuracy and imagination<br><br>**Construction of Trenches:**<br>• I select techniques from a wide range and use materials thoughtfully<br>• I thoughtfully evaluate and revisit ideas to improve the end result<br>• I can independently select and incorporate some ideas from historical and cultural works of art studied to develop my own work.<br>• I show mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g .pencil, charcoal, acrylic and watercolour paints, clay]<br>• I can explain why I have chosen specific techniques | **Brushes/David Hockney:**<br>• I use a wide range of techniques, including e-resources, to create art<br>• I follow and refine my plans<br>• I explain the style of my work and how it has been influenced by a famous artist, as well as talking about my own style<br>• I show an increasing awareness of different kinds of art, craft and design.<br>• I demonstrate creativity and widening experimentation<br><br>**Maya Art/Walter Anderson:**<br>• I explain why I have chosen specific techniques to create my art<br>• I overprint to create different patterns and colours<br>• I can look very carefully at the methods I use and the decisions made about the effectiveness of my printing methods<br>• I can independently select and incorporate some ideas from historical and cultural works of art studied to develop my own work<br>• I understand how artistic styles have evolved and influenced artistic forms today in paintings, architecture, jewellery, design, etc. | **Artists from Around the World:**<br>**Frida Khalo**<br>• I can sketch to communicate emotions and a sense of self with accuracy and imagination<br>• I can explain why I have combined different tools to create my drawing<br><br>**Piet Mondrian**<br>• I can use a wide range of techniques in their work<br>• I can explain why I have chosen specific painting techniques<br><br>**Katshushika Hokusai**<br>• I can overprint using different colours<br>• I can look very carefully at the methods I use and make decisions about the effectiveness of my printing methods |
| **DT** | **Electrical systems – monitoring and control**<br>• Develop a design specification for a functional product that responds automatically to changes in the environment.<br>• Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. | **Food – celebrating culture and seasonality – Ration Bake Off**<br>• Generate innovative ideas through research and discussion with peers and adults to develop a design | **Textiles – using computer aided design in textiles**<br>• Generate innovative ideas through research including surveys, interviews and questionnaires.<br>• Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. | **Mechanical systems – Cams**<br>• Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.<br>• Develop a simple design specification to guide their thinking.<br>• Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. |

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| | • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.<br>• Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.<br>• Create and modify a computer control program to enable their electrical product to respond to changes in the environment.<br>• Continually evaluate and modify the working features of the product to match the initial design specification.<br>• Test the system to demonstrate its effectiveness for the intended user and purpose. | brief and criteria for a design specification.<br>• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.<br>• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.<br>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils<br>• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.<br>• Make, decorate and present the food product appropriately for the intended user and purpose.<br>• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.<br>• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.<br>• Understand how key chefs have influenced eating habits to promote varied and healthy diets. | • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.<br>• Produce detailed lists of equipment and fabrics relevant to their tasks.<br>• Formulate step-by-step plans and, if appropriate, allocate tasks within a team.<br>• Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.<br>• Investigate and analyse textile products linked to their final product.<br>• Compare the final product to the original design specification.<br>• Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.<br>• Consider the views of others to improve their work. | | • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.<br>• Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.<br>• Compare the final product to the original design specification.<br>• Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.<br>• Consider the views of others to improve their work.<br>• Investigate famous manufacturing and engineering companies relevant to the project. | |
| **P.E.** | Indoor – Net/Wall<br>Badminton<br>Outdoor – Strike/Field<br>Cricket | Indoor – Dance<br>(World War Themed)<br>Outdoor – Invasion Games<br>Flag Football and/or<br>Dodgeball | Indoor – Gymnastics<br>Flight<br>And/or Counter balance and counter tension<br>Outdoor – Strike/Field<br>Danish Longball | Indoor – Dance<br>(Through the Ages and Around the World)<br>Outdoor – Invasion Games<br>Handball | Indoor – Gymnastics<br>Group Sequencing<br>Outdoor – Athletics | Indoor – Net/Wall<br>Tennis<br>Outdoor – Athletics<br>Rounders |

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| **Music** | Charanga – Happy | Charanga – Classroom Jazz 2 | Charanga – A New Year Carol | Charanga – You've Got a Friend | Charanga – Music and Me | Charanga – Reflect, Rewind and Replay |
| | I sing in harmony confidently and accurately<br>I perform parts from memory<br>I take the lead in a performance<br>I am able to identify the pulse with ease and can keep an internal pulse<br>I am able to choose a song and talk about its main features<br>I analyse features within different pieces of music | I use a variety of different musical devices in my composition (including melody, rhythms and chords)<br>I can play a musical instrument with the correct technique and the context of the song<br>I can select a musical instrument and learn a part<br>I am able to talk about C, D, E, F, G, A, B on the treble stave | I compare and contrast the impact that different composers from different times have had on people of that time<br>I am able to name some instruments in the song<br>I am able to sing in unison with backing vocals | I use a variety of different musical devices in my composition (including melody, rhythms and chords)<br>I am able to analyse features within different pieces of music<br>I am able to sing with an 'awareness' of being in tune | I can talk about music and how it makes me feel, using musical language to describe<br>I know that writing a composition is like writing a story<br>I know the style of the songs and I can name other songs of the same or similar style<br>I am able to talk about musical identity, including my own<br>I am able to rap and sing a solo<br>I can use a variety of different musical devices in my composition (including melody, rhythms and chords) | I evaluate how the venue, occasion and purpose affects the way a piece of music is created<br>I analyse features within different pieces of music<br>I compare and contrast the impact that different composers from different times have had on people of that time<br>I evaluate how the venue, occasion and purpose affects the way a piece of music is created |
| **P.S.H.E.** | **Relationships**<br>*"Above all else, guard your heart, for everything you do flows from it."*<br>*(Proverbs 4:23)* | | **Living in the Wider World**<br>*"Be completely humble and gentle; be patient, bearing with one another in love."*<br>(1 Corinthians 16:14) | | **Health and Wellbeing**<br>*"Above all else, guard your heart, for everything you do flows from it."*<br>(Proverbs 4:23) | |

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| | **Families and friendships**<br>• What it means to be attracted to someone and different kinds of loving relationships<br>• that people who love each other can be of any gender, ethnicity or faith<br>• the difference between gender identity and sexual orientation and everyone's right to be loved<br>• about the qualities of healthy relationships that help individuals flourish<br>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart<br>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults<br>• that people have the right to choose whom they marry or whether to get married<br><br>**Safe relationships**<br>• to compare the features of a healthy and unhealthy friendship<br>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong<br>• strategies to respond to pressure from friends including online<br>• how to assess the risk of different online 'challenges' and 'dares'<br>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable<br>• how to get advice and report concerns about personal safety, including online<br>• what consent means and how to seek and give/not give permission in different situations<br><br>**Respecting ourselves and others**<br>• about the link between values and behaviour and how to be a positive role model<br>• how to discuss issues respectfully<br>• how to listen to and respect other points of view<br>• how to constructively challenge points of view they disagree with<br>• ways to participate effectively in discussions online and manage conflict or disagreements<br><br>**Rights Respecting**<br>• To know that the United Nations govern a set of children's rights that aim to ensure every government ensures all children around the world have access to all children's rights<br>• To know a range of the UN Convention of the Rights of the Child articles (includes Rights Respecting Fortnight) | **Belonging to a community**<br>• what prejudice means<br>• to differentiate between prejudice and discrimination<br>• how to recognise acts of discrimination<br>• strategies to safely respond to and challenge discrimination<br>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups<br>• how stereotypes are perpetuated and how to challenge this<br><br>**Media literacy and digital resilience**<br>• about the benefits of safe internet use e.g. learning, connecting and communicating<br>• how and why images online might be manipulated, altered, or faked<br>• how to recognise when images might have been altered<br>• why people choose to communicate through social media and some of the risks and challenges of doing so<br>• that social media sites have age restrictions and regulations for use<br>• the reasons why some media and online content is not appropriate for children<br>• how online content can be designed to manipulate people's emotions and encourage them to read or share things<br>• about sharing things online, including rules and laws relating to this<br>• how to recognise what is appropriate to share online<br>• how to report inappropriate online content or contact<br><br>**Money and Work**<br>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money<br>• about value for money and how to judge if something is value for money<br>• how companies encourage customers to buy things and why it is important to be a critical consumer<br>• how having or not having money can impact on a person's emotions, health and wellbeing<br>• about common risks associated with money, including debt, fraud and gambling<br>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk<br>• how to get help if they are concerned about gambling or other financial risks | **Growing and Changing**<br>• that mental health is just as important as physical health and that both need looking after<br>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support<br>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing<br>• positive strategies for managing feelings<br>• that there are situations when someone may experience mixed or conflicting feelings<br>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome<br>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available<br>• identify where they and others can ask for help and support with mental wellbeing in and outside school<br>• the importance of asking for support from a trusted adult<br>• about the changes that may occur in life including death, and how these can cause conflicting feelings<br>• that changes can mean people experience feelings of loss or grief<br>• about the process of grieving and how grief can be expressed<br>• about strategies that can help someone cope with the feelings associated with change or loss<br>• to identify how to ask for help and support with loss, grief or other aspects of change<br>• how balancing time online with other activities helps to maintain their health and wellbeing<br>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night<br>• what to do and whom to tell if they are frightened or worried about something they have seen online<br><br>**Physical Health and Mental Wellbeing**<br>• to recognise some of the changes as they grow up e.g. increasing independence<br>• about what being more independent might be like, including how it may feel<br>• about the transition to secondary school and how this may affect their feelings<br>• about how relationships may change as they grow up or move to secondary school<br>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school<br>• identify the links between love, committed relationships and conception<br>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb<br><br>**Keeping safe**<br>• how to protect personal information online<br>• to identify potential risks of personal information being misused |

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| | | | • strategies for dealing with requests for personal information or images of themselves<br>• to identify types of images that are appropriate to share with others and those which might not be appropriate<br>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be<br>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others<br>• how to report the misuse of personal information or sharing of upsetting content/ images online<br>• about the different age rating systems for social media, T.V, films, games and online gaming<br>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play<br>• about the risks and effects of different drugs<br>• about the laws relating to drugs common to everyday life and illegal drugs<br>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs<br>• about the organisations where people can get help and support concerning drug use<br>• how to ask for help if they have concerns about drug use<br>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions |
| **Spanish** | | | |
| | • To learn countries<br>• To learn means of transport<br>• To write a trip they would like to make, conditional tense<br>• To read a Spanish story<br>• To talk about homes/hometowns in Spanish<br>• To write phrases about town and country in Spanish<br>• To start directions around town<br>• To revise directions and places in town<br>• To revise numbers 40-100 | • To learn some weather phrases in Spanish<br>• To be able to use weather phrases in Spanish<br>• To create a televised weather forecast in Spanish<br>• To perform a televised weather forecast in Spanish with props<br>• To learn some clothes vocabulary in Spanish<br>• To perform a fashion show<br>• To learn numbers higher than 100<br>• To practise high numbers, dates etc | • To make up sentences regarding clothes and weather<br>• To learn some school subjects<br>• To practise some school subjects<br>• To start learning the time in Spanish (o'clock/half past)<br>• To learn times to and past the hour<br>• To write up some times |