

Year 5 and 6 - Cycle B

	Autumn Term 1		Autumn Term 2		Spring Term 3		Spring Term 4		Summer Term 5		Summer Term 6
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Learning Unit	Hello	We are Invaders Romans	We are Time Travellers WW1	We are Investigators Ancient Greece	We are environmentalists Savage Earth	We are International	Goodbye
Texts	<i>Rules of Summer</i> by Shaun Tan	<i>Roman Quest – Caroline Lawrence</i>	<i>War Horse</i> by Michael Morpurgo <i>The Christmas Truce</i> by Carol Ann Duffy- Poetry	<i>The Adventures of Odysseus</i> by Hugh Lupton – Audio <i>A Journey Through Greek Myths</i> by Marcella Ward and Sander Berg	<i>Floodland</i> by Marcus Sedgewick	<i>The World Came to My Place Today</i> by Joe Redman	Little People, BIG DREAMS – a range of inspirational legacies.
Engaging Question	How do I make a good first impression?	What caused Boudicca's rebellion?	What did the world do for Britain during WW1?	How did Ancient Greece influence the modern Western World?	How do natural disasters impact our world and lives?	How can we support fair trade and sustainability?	What legacy am I leaving behind?
Hook /Trip	New beginnings.	Chedworth Roman Villa	WW1 Kit bag – Linked to our primary and secondary resources.	Ancient Greek hook day – Activities linked to what we have in our world today created by the ancient Greeks.	RAF Brize Norton Visitors – Volcano specialists’ morning.	Fairtrade day.	Transition days and Move Up mornings.
Key Outcome	Create a postcard from a previous location the children have lived in.	A rally speech in person of Boudicca to the Romans.	Diary entry as H.H. Asquith thanking our allied countries for their support during WW1.	Newsletter article as an ancient Greek on the first ever Olympics held in Athens.	Double page spread on the geographical knowledge of volcanoes.		Y5 – Letters for new teachers. Y6 – Letters to our new EYFS children. Children to create their own Little People, BIG DREAMS – what is their legacy so far. Production
Science Scientific Enquiry		Observe and raise questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions. Analyse the advantages and disadvantages of specific adaptations, using classification systems and keys to identify some animals and plants	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Plan an enquiry, record and analyse data, carry out tests to answer questions.	Systematically identify the effect of changing one component at a time in a circuit; design and make a useful circuit	Plan an enquiry, record and analyse data Create simple models to represent circulatory system	

<p>Science</p>	<p>Evolution and inheritance.</p> <p>What did Mr Darwin See?</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 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Living things and their habitats</p> <p>How do we classify living things on Earth?</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad Groups according to common observable Characteristics and based on similarities and Differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics 	<p>Light</p> <p>How do we see?</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Materials</p> <p>Can we change materials?</p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> group everyday materials on the basis of their properties and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how mixtures might be separated, through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid 	<p>Electricity</p> <p>How can we save energy?</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. 	<p>Animals including humans.</p> <p>How does our body work?</p> <ul style="list-style-type: none"> 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 water are transported within animals, including humans. 	
<p>History</p>		<p>Bouddica's Rebellion</p> <p>What impact did Bouddica's Rebellion have on Roman Britain?</p>	<p>WW1</p> <p>How did the world support Britain during WW1?</p>	<p>Ancient Greece</p> <p>How did ancient Greece influence the western world (including today)?</p>			

		<ul style="list-style-type: none"> • Use dates and terms accurately in describing events • Place current study on time line in relation to other studies. • Use a range of sources of evidence to find out about the past. • Bring knowledge gathered from several sources together in a fluent account. • Link sources of information to form testable hypotheses about the past. • Examine causes and results of great events and the impact on people. 	<ul style="list-style-type: none"> • Understand the concepts and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events • Place current study on time line in relation to other studies. • Examine causes and results of great events and the impact on people. • Recognise primary and secondary resources. • Compare some of the times studied with those of the other areas of interest around the World. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children. • Compare life at the beginning and end of a period of history (using terms such as: social, religious, political, technological and cultural.) • Show an awareness of propaganda and how historians must understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Understand the concepts and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events • Place current study on time line in relation to other studies. • Examine causes and results of great events and the impact on people. • Identify periods of rapid change history and contrast them with times of relatively little change. • Select suitable sources of evidence, giving reasons for choices. • Link sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Compare accounts of events from different sources – fact, fiction or opinion. 			
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			<ul style="list-style-type: none"> • Be aware that different evidence will lead to different conclusions. • Use a range of sources of evidence to find out about the past. 				
Geography	<p>Geographical enquiry, direction and location.</p> <p>Where have we lived?</p> <p>Collect and record evidence and other information in order to draw clear conclusions about locations. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Confidently identify significant places and environments. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>		<p>Using maps</p> <p>WWI - How did the world support Britain during WW1?</p> <ul style="list-style-type: none"> • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Describe geographical diversity across the world. 	<p>Using maps, direction and location.</p> <p>Ancient Greece – Where is it on the map in reaction to the Western World?</p> <ul style="list-style-type: none"> • Confidently identify significant places and environments. • Human geography, including: settlements, land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water supply • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Describe geographical diversity across the world. 	<p>Savage Earth - Geographical location of Volcanoes around the world.</p> <p>How are we impacted by natural disasters?</p> <ul style="list-style-type: none"> • Suggest questions for investigating. • Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence and other information in order to draw clear conclusions about locations. • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • Describe how countries and geographical regions are interconnected and interdependent. Identify and describe the geographical significance of latitude, longitude, 	<p>Maps, location and human geography.</p> <p>How can we support fairtrade and sustainability?</p> <ul style="list-style-type: none"> • Human geography, including: settlements, land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water supply. • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features. • Understand some of the reasons for geographical similarities and differences between countries. • Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence and other information in order to draw clear 	

					<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world). • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 	<p>conclusions about locations.</p> <ul style="list-style-type: none"> • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Describe how countries and geographical regions are interconnected and interdependent. Describe geographical diversity across the world. 	
Design and Technology		<p>Wood</p> <p>Roman catapult</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer 				<p>Food & Nutrition</p> <p>Design & make a fair trade cuisine – based on an international country.</p> <ul style="list-style-type: none"> • Understand the importance of 	

		<p>(rather than simply for profit)</p> <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements • Use prototypes and cross-sectional diagrams to represent designs. • Select appropriate materials, tools and techniques including cutting with precision and refining the finish with appropriate tools (Such as a more precise scissor cut after roughly cutting a shape out or sanding after cutting wood) • Develop a range of practical skills to create products, such as cutting, Drilling, screwing, mailing, gluing, filing and sanding. • Evaluate the design of products so as to suggest improvements to the end product and user experience. 				<p>correct storage and handling of ingredients (using knowledge of micro organisms)</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. 	
Art	Drawing & Painting	Textiles/Collage	3D form sculpture	3D form sculpture.	Drawing & Printing		

	<p>Self Portraits in the style of Picasso – cubism.</p> <p>Comment on artworks of artists, craftspeople and designers working in different times and cultures with a fluent grasp of visual language. Identify artists who have worked in a similar way to their own work. Choose a style of drawing suitable for the work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Sketch (lightly) before painting to combine line and colour. Use lines to represent movement. Use the qualities of water colour and acrylic paints to create</p>	<p>Mosaic – Chedworth Roman Villa Trip</p> <ul style="list-style-type: none"> • Have an awareness of the potential of the uses of material. • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities <p>Use ceramic mosaic materials and techniques.</p>	<p>WWI trench Periscope</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Combine visual and tactile qualities • Show lifelike qualities and real-life proportions. • Show precision in techniques • Combine previously learned techniques to create pieces. 	<p>Ancient Greek wire pot with mod rock.</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form • Show lifelike qualities and real-life proportions. • Make a mould and use plaster safely. • Use tools to carve and add shapes, texture and pattern • Show precision in techniques • Combine previously learned techniques to create pieces 	<p>Ink drawing prints to represent drawings from the text, Floodland –Printing</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points thought the curriculum • Collect information, sketches and resources, and present ideas imaginatively in a sketch book. • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use the qualities of materials to enhance ideas • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Explain a few techniques, Inc.’ the use of, relief and resist printing. • Build up layers of colours • Show precision in techniques • Create an accurate pattern showing fine detail • Combine previously learned techniques to create pieces. 		
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	<p>visually interesting pieces.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Combine colours, tones, and lines to enhance the mood of a piece</p> <p>Combine previously learned techniques to create pieces.</p> <p>Develop a personal style of paintings, drawing upon ideas from other artists.</p>						
Music			<p>WWI Band music – Countries from around the world.</p> <ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion instruments (play by ear) • Identify different moods and textures within music • Identify how a mood is create by music and lyrics • Listen to longer pieces of music and identify feature • Develop an understanding of the history of music • Describe music using a range of vocabulary including, dynamic, lyrics, melody, sense of occasion, 	<p>Music Service: Whole class instrument – Ukulele, Strings.</p> <ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds • Play accompaniments with control and accuracy • Create different effects using combinations of pitched sounds. • Compose music individually or in pairs using a range of stimuli, developing ideas into a completed composition. Combining melody, rhythm and chords • Explore, select, combine and use a range of different sounds to compose a soundscape • Identify different speeds of pulse(tempo) by clapping and moving • Improvise rhythm patterns 	<p>Sound Scape – Children use instruments to build up the tension of a volcano erupting.</p> <ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion instruments (play by ear) • Create dances that reflect musical features • Identify different moods and textures within music • Identify how a mood is create by music and lyrics, • Identify different speeds of pulse(tempo) by clapping and moving 	<p>International music – children to develop a short piece to represent a country competing in a summer sporting competition (Olympics).</p> <ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion instruments (play by ear) • Identify different moods and textures within music • Identify how a mood is create by music and lyrics • Listen to longer pieces of music and identify feature • Develop an understanding of the history of music 	<p>End of year production – Chorus</p> <p>Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune, with expression and with an awareness of other parts</p> <p>Rehearse with others</p> <p>Sing a round in 2 parts and identify the melodic phrases and</p>

			<p>expressive, solo, rounds, harmonise, accompaniments, cyclic patterns, cultural contexts.</p> <ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Compose a short song (create songs with chorus and verse) Understand and use the staff and musical notation Compose music individually or in pairs using a range of stimuli, developing ideas into a completed composition. Combining melody, rhythm and chords. 	<ul style="list-style-type: none"> Perform using notation as a support Sing songs with staff notation Perform an independent part, keeping to a steady beat. 	<ul style="list-style-type: none"> Improvise rhythm patterns Create rhythmic patterns with an awareness of timbre and duration Perform an independent part, keeping to a steady beat. 	<ul style="list-style-type: none"> Describe music using a range of vocabulary including, dynamic, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonise, accompaniments, cyclic patterns, cultural contexts. Identify and control different ways percussion instruments make sounds Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Compose a short song (create songs with chorus and verse) Understand and use the staff and musical notation Compose music individually or in pairs using a range of stimuli, developing ideas into a completed composition. Combining melody, rhythm and chords. 	<p>how they fit together</p> <p>Sing songs with chorus and verse</p> <p>Sing confidently as a class, in small groups and along and begin to have an awareness of improvisation with the voice.</p> <p>Create dances that reflect musical features.</p> <p>Present performances effectively with awareness of audience, venue and occasion.</p> <p>Improve their work through analysis, evaluation and comparison.</p>
<p>Languages French</p>	<p>La Phonetique – Phonics and Pronunciation</p> <p>In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic</p>	<p>La Date – The Date</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p>	<p>As-tu un animal? – Do you have a pet?</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called</p>	<p>Chez moi – My home</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar,</p>	<p>Quel temps fait-il? - What is the weather?</p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general</p>	<p>A’Lecole – At school</p> <p>In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb ‘to study’, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk</p>	<p>Moi dans le monde – Me in this world.</p> <p>In this unit pupils will learn about other countries around the globe that speak French. They</p>

	pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in.		and use conjunctions more confidently.	demonstrating a growing ability to create independent responses.	geography. This unit improves both language and cultural knowledge.	about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.
RE	Core Questions: Core questions: What do people believe about life, the world and the good life? Where do these beliefs, attitudes and ways of living come from? How are they expressed in the lives of individuals and communities?						
	Learning question: How did the religions and other world views begin? Religion: Islam, Christianity, Hinduism, Sikhism			Learning question: Why do religions and non-religious groups celebrate important moments in life? Religion: Islam, Christianity and Sikhism		Learning question: Do all members of a religious or non-religious community believe and live in the same ways? Religion: Islam, Christianity and Sikhism	What do I know about RE?
PE	REAL PE - Cognitive Games , Tag rugby – Y5 • Develop techniques of a variety of skills to maximise team effectiveness • Use skills (e.g. of throwing and catching to gain points in competitive games – fielding) • Use tactics when attacking or defending •	REAL PE - Cognitive Games , Tag rugby – Y6 • Develop techniques of a variety of skills to maximise team effectiveness • Use skills (e.g. of throwing and catching to gain points in competitive games – fielding) • Use tactics when attacking or defending • Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game Outdoor Adventurous Activities – Y6 Yenworthy Residential • Draw maps and plan and set trails for others to follow • Use eight points of the compass to orientate	REAL PE – Creative WWI Dance – From supporting countries. • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Beginning to exaggerate dance movements and motifs (using expression when moving) Develop movement using; • Actions (WHAT) – travel, turn, gesture. Jump, stillness • Space (WHERE) – formation, direction, level, pathways • Relationships (WHO) – solo/duo/trio, unison/canon/contrast	REAL PE – Social Gymnastics – Olympic Games • Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. • Perform balances with control, showing good body tension • Mirror and match partner’s balance i.e. making same shape on different level or in a different place. • Explore symmetrical and asymmetrical balances on own and with a partner • Explore and develop control in taking some/all of a partner’s	REAL PE – Physical Circuits – Olympics • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understand the need to warm up and cool down. Communicate, collaborate and compete with each other • Learn from others how they can improve their skills • Comment on tactics and techniques to help improve performances • Know their next steps on how to improve their work	REAL PE – Health and Fitness Games – Rounders • Develop techniques of a variety of skills to maximise team effectiveness • Use skills (e.g. of throwing and catching to gain points in competitive games – fielding) • Use tactics when attacking or defending • Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game. • Communicate. Collaborate and compete with each other • Learn from others how they can improve their skills	

	<p>Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game</p> <p>Swimming – Y6</p> <ul style="list-style-type: none"> Swim competently,, confidently and proficiently over a distance of at least 25m Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> Plan an orienteering challenge Plan and share roles within the group based on each other’s strengths Understand individuals’ roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about dangers of tasks Recognise how to keep themselves and others safe Plan strategies to solve problem/plan routes/follow trails/build shelters Implement and refine strategies <p>Swimming – Y5</p> <ul style="list-style-type: none"> Swim competently,, confidently and proficiently over a distance of at least 25m Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> Dynamics (HOW) – explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices – motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music. Show awareness of different dance styles, traditions and aspects of their historical/social context Compare and evaluate their own and other’s work Modifies parts of a sequence as a result of self and peer evaluation Uses more complex dance vocabulary to compare and improve work. 	<p>weight using counter balance (pushing against) and counter tension (pulling away from)</p> <ul style="list-style-type: none"> Perform group balances at the beginning, middle or end of sequence. Consider how to move in and out of these balances with fluency and control Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner. Explore different starting and finishing positions when rolling e.g. forward roll from straddle position on feet and end in a straddle position on floor or feet / begin a backward roll from standing in a straight position, ending in a straddle position on feet 		<ul style="list-style-type: none"> Comment on tactics and techniques to help improve performances Know their next steps on how to improve their work. 	
Time to Talk	<p>Behaviour, zones of regulation, classroom management</p>	<p>Health and Wellbeing</p> <p><u>Looking after ourselves; growing up; becoming independent; taking more responsibility</u></p> <ul style="list-style-type: none"> How mental and physical health are linked. How positive friendships and being involved in activities such as clubs and community groups support wellbeing. Looking after ourselves; growing up; becoming independent; taking more responsibility How and why to balance time spent online with other activities. Basic first aid, accidents, dealing with emergencies How to carry out basic first aid including for burns, scalds, cuts, 	<p>Living in the wider world</p> <p><u>Careers; aspirations; role models; the future</u></p> <ul style="list-style-type: none"> That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime That some jobs are paid more than others and some may be voluntary (unpaid) About the skills, attributes, qualifications and training needed for different jobs That there are different ways into jobs and 	<p>Living in the wider world</p> <p>Media literacy and digital resilience</p> <p>Online safety</p> <p>Influences and decision making</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> How to benefit from and stay safe in the sun. 	<p>Relationships</p> <ul style="list-style-type: none"> Different relationships, changing and growing, adulthood, independence, moving to secondary school That people have different kinds of relationships in their lives, including romantic or intimate relationships That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	<p>Health and Wellbeing</p> <p><u>Growing and changing; puberty</u></p> <ul style="list-style-type: none"> About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. How puberty can affect emotions and feelings. How personal hygiene routines change during puberty. How to ask for advice and support about growing and changing and puberty. 	<p>Transition</p> <p>Preparing for change and learning strategies to try and support challenges that come with change.</p>

		<p>bleeds, choking, asthma attacks or allergic reactions.</p> <ul style="list-style-type: none"> • That if someone has experienced a head injury, they should not be moved. • When it is appropriate to use first aid and the importance of seeking adult help. • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services. 	<p>careers, including college, apprenticeships and university</p> <ul style="list-style-type: none"> • How people choose a career/job and what influences their decision, including skills, interests and pay • How to question and challenge stereotypes about the types of jobs people can do <p>How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p>		<ul style="list-style-type: none"> • That adults can choose to be part of a committed relationship or not, including marriage or civil partnership • That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. 	<ul style="list-style-type: none"> • How to make choices that support a healthy, balanced lifestyle including: • How to plan a healthy meal • How to stay physically active • How to maintain good dental health, including oral hygiene, food and drink choices. • How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep. • How to manage the influence of friends and family on health choices. • That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one. • How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. • That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. • That anyone can experience mental ill-health and to discuss concerns with a trusted adult. • That mental health difficulties can usually be 	
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						resolved or managed with the right strategies and support.	
Computing E-Safety	<p>SMART Rules</p> <p>Understand the importance of using technology safely, respectfully and responsibly. Identify a range of ways to report concerns about content and contact.</p>	<p>Fossil Formation Animation – Scratch Computing Science</p> <ul style="list-style-type: none"> Solve problems in writing programs by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. Work with variables Simulate physical systems Use selection and repetition in programs <p>STEM: Personal information and passwords</p> <ul style="list-style-type: none"> Understand the importance of using technology safely, respectfully and responsibly Evaluating digital content discerningly. 	<p>Vector drawings – Computer Science</p> <ul style="list-style-type: none"> Solve problems in writing programs by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. Work with variables Simulate physical systems Use selection and repetition in programs <p>Modelling the internet – Digital Literacy</p>	<p>Data base – Digital Literacy</p> <ul style="list-style-type: none"> Appreciate how search results are ranked Understand the importance of using technology safely, respectfully and responsibly Identify a range of ways to report concerns about content and contact Understands the opportunities computer networks offer for collaboration Evaluating digital content discerningly Understand the importance of using technology safely, respectfully and responsibly. <p>STEM: E-safety scenarios</p> <p>Internet safety day</p> <ul style="list-style-type: none"> Media literacy and digital resilience; influences and decision-making; online safety How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them 	<p>Classroom Sound monitor</p> <p>Scratch maths quiz</p>	<p>Logical reasoning – Information technology</p> <ul style="list-style-type: none"> combine a variety of software to accomplish given goals on a range of digital devices understand the basic workings of computer networks including the internet <ul style="list-style-type: none"> design and create systems that accomplish given goals analyse and evaluate information and data <p>STEM: illegal downloads</p> <ul style="list-style-type: none"> Understand the importance of using technology safely, respectfully and responsibly Understands the opportunities computer networks offer for collaboration Identify a range of ways to report concerns about content and contact. 	

				<ul style="list-style-type: none"> • How to make decisions about the content they view online or in the media and know if it is appropriate for their age range. • How and why to balance time spent online with other activities. • Understand the importance of using technology safely, respectfully and responsibly • understands the opportunities computer networks offer for collaboration • identify a range of ways to report concerns about content and contact. 			
Values	Resilience	Empathy	Self-awareness	Positivity	Excellence	Communication	Team work