



St Peter's of Eaton Square C of E Primary School

Y6 Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

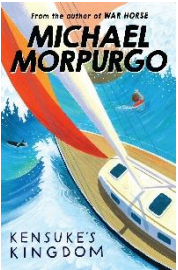
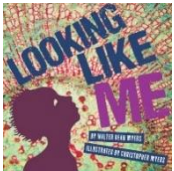

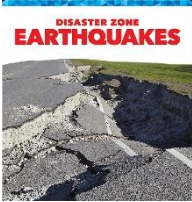
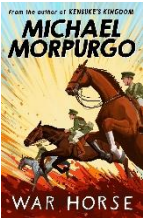
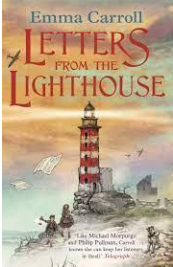
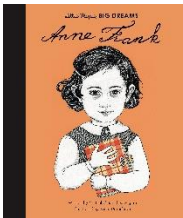
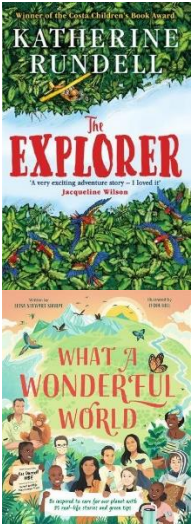
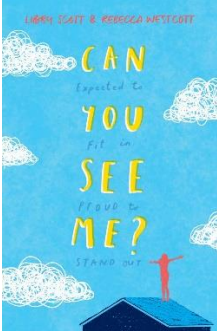

INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project / Key Idea	Who Am I?	How can we discover diversity in our community?	How have we changed?	How has our community changed?	What can we do to make change?	What will our future be like?
Theme	Breaking barriers School Community House Captains, Student Council	Sustainability Fair Trade Black History- Real life scientist	Change Evolution	Historical thinking	Sustainability Environmental Issues	Aspirations Future
Core Texts		 Poetry Books by Black Authors 	 	  <i>And other titles from Little People Big Dreams Collection</i>		 
Cross-Curricular	<p>English-Non-Fiction: Recounts</p> <p>Fiction: 3rd Person Narrative</p>	<p>English-Fiction: Poetry: metaphors and personification, select pattern or form to match the meaning</p> <p>Fiction:</p>	<p>English-Non-Fiction: Non-Chronological Report</p> <p>Fiction: Newspaper</p>	<p>English-Non-Fiction: Persuasive Advert</p> <p>Fiction: Diary Entry Postcard</p>	<p>English-Non-Fiction: Formal Letter: Climate Change</p> <p>Fiction: 1st Person Narrative</p>	<p>English-Non-Fiction: Discussion and debate/ Balanced Argument</p> <p>Fiction: Flashback Story</p>

		3 rd Person Narrative				
Cross-Curricular	Science - Animals Including Humans: Blood and Transportation	Science - Animals Including Humans - The Heart and Health	Science - Evolution and Inheritance	Science - Light	Science - Animals and their Habitats	Science - Electricity
Cross-Curricular	Computing - Online Safety Digital Citizenship Foundational Skills	Computing – Using Google for Education	Computing – Cross-Curricular Projects	Computing – Coding	Computing – Databases and Organisation	Computing – Programming
Cross-Curricular	PE - Games – Ball games skills	PE - Gymnastics	PE - Dance & Fitness	PE - Racket/stick games – hockey/tennis	PE - Bat games – Cricket and rounders	PE - Athletics
Cross-Curricular	R.E. - What might the journey of life and death look like from a Christian perspective?	R.E. - Should every Christian go on a pilgrimage? How would Christians advertise Christmas to show what Christmas means today?	R.E. - Buddhism - What does it mean to be Buddhist?	R.E. - What do the monastic traditions within Christianity show us about living in community? How does the Christian festival of Easter offer hope?	R.E. - How has the Christian message survived for over 2000 years?	R.E. - Who decides?
Cross-Curricular	Geography - Navigating Maps North America	History - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Geography - Earthquakes and Japan	History - WII and The Blitz	Geography - Natural Resources and Global Warming	History - The Shang Dynasty
Cross-Curricular	Art – Self Portraits	D.T – Foods Around the World What ingredients do cultural foods use around the world?	Art- Drawing and painting focus	D.T – Designing a playground How can I design, build & evaluate a model building/structure?	Art- Textile focus	D.T. – Designing a Waistcoat
Cross-Curricular	Music - Fifths Programming <i>Percussion</i>	Music - Fifths Programming <i>Percussion</i>	Music - Fifths Programming <i>Percussion</i>	Music - Fifths Programming <i>Percussion</i>	Music - Fifths Programming <i>Percussion</i>	Music - Fifths Programming <i>Percussion</i>
Cross-Curricular	Latin Introducing the future tense and perfect tense.	Latin Rhetoric and Politics in the Ancient World	Latin Introducing the relative pronoun, 3 rd declension	Latin Science, mathematics and Latin.	Latin	Latin Consolidation of topics learned.

			nouns and Latin adjectives.		3 rd and 4 th Conjugation verbs and Latin pronouns.	
Cross-Curricular	PSHE- Being Me in My World	PSHE- Celebrating Difference	PSHE- Dreams and Goals	PSHE- Healthy Me	PSHE- Relationships	PSHE- Changing Me
Experiences / Visits	<i>Residential at Sayers Croft</i>	<i>Restaurant Visit (Cultural), Cooking Class (Healthy) Edward the Confessors tomb at Westminster Abbey</i>		<i>Jewish Museum (Kinder transport)</i>		
National Curriculum / Knowledge	<p>Science – Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Science – Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Science – Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents.</p> <p>Identify how animals and plants are</p>	<p>Science – Recognise that light appears to travel in straight lines.</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>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye;</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Exploring the way that light behaves, including</p>	<p>Science – Describe how living things are classified into board groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics. Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish,</p>	<p>Science – Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>

			<p>adapted to suit their environment in different ways, and that adaptation may lead to evolution, and find out more about how living things on Earth have changed over time.</p> <p>Find out about the work of palaeontologists such as Mary Anning, and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Find out about the work of palaeontologists such as Mary Anning; recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>light sources, reflection and shadows.</p>	<p>amphibians, reptiles, birds and mammals).</p> <p>Use the local environment throughout the year to explore and answer questions about animals in their habitat.</p>	
<p>National Curriculum / Knowledge</p>	<p>Computing- Use technology safely and respectfully, keeping personal information private Identify where to go for help about concerns,</p>	<p>Computing- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they</p>	<p>Computing- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer</p>	<p>Computing - write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p>Computing- Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and</p>	<p>Computing- Programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</p>

	<p>contact or content online</p> <p>Understand the expectations of behaviour online and sharing media and information</p> <p>Creating and protecting passwords</p> <p>Cyberbullying - intent and consequences</p>	<p>offer for communication and collaboration</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create.</p>	<p>for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting data and information</p>	<p>decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>presenting data and information</p>	<p>by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p>National Curriculum / Knowledge</p>	<p>PE- Games</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should use running, jumping, throwing and catching</p>	<p>PE- Gymnastics</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should develop flexibility, strength,</p>	<p>PE- Dance & Fitness</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns.</p>	<p>PE- Racket/Stick Games</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should apply basic principles suitable</p>	<p>PE- Bat Games</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and</p>	<p>PE- Athletics</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should develop flexibility, strength, technique, control and balance. Pupils should</p>

	in isolation and in combination.	technique, control and balance.		for attacking and defending.	recognise their own success.	take part in outdoor and adventurous activity challenges both individually and within a team.
National Curriculum / Knowledge	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> • Rites of Passage • Sacrament • To understand the meaning of Baptism and Confirmation. • To know the difference between a Christian and civil marriage • To know what Christians believe happens after death • To understand the idea of eternal life. 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <p>What is a pilgrimage?</p> <p>What is the difference between sacred and special?</p> <p>What is the experience like for a Christian before, during and after pilgrimage?</p> <p>Should all Christians go on a pilgrimage?</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> • Incarnation • How the meaning of Christmas is shown in secular advertising, the Biblical narrative and in the life of the Church. 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <p>How do Buddhists live their lives through their faith?</p> <p>How are the teachings of Buddhism arranged through the eight-fold path, four noble truths, symbols and five precepts?</p> <p>To have an understanding of The Sangha (Buddhist community)</p> <p>To have an understanding of the meaning of Dharma (ultimate truth).</p>	<p>R.E. –</p> <p>Key concepts/ideas:</p> <p>What does it mean to live as a committed Christian?</p> <p>What is our understanding of monastic living?</p> <p>What different models of monastic life exist?</p> <p>What are the challenges of living in community?</p> <p>Key concepts/ideas:</p> <p>God’s plan of salvation</p> <p>Forgiveness</p> <p>Hope</p> <p>Resurrection</p> <p>Exploration of the Easter narrative using the stations of the cross to help gain an insight into the narrative.</p>	<p>R.E. –</p> <p>Key concepts/ideas:</p> <p>The Kingdom of God</p> <p>What ‘ingredients’ are required for a message to have longevity?</p> <p>What does it mean to be persecuted and how might this prevent a message from being shared?</p> <p>How was the message shared following the ascension of Jesus?</p> <p>What is the meaning of Pentecost?</p> <p>What is the meaning of the Trinity?</p> <p>What does Pentecost show us about the Trinity?</p> <p>How do Christians believe the Holy Spirit equips them to share the Christian message and how does the confirmation ritual show this belief?</p>	<p>R.E. –</p> <p>Key concepts/ideas:</p> <p>The implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community.</p> <p>Rules in religions and other sources of authority.</p> <p>Work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam of liturgy.</p>

<p>National Curriculum / Knowledge</p>	<p>Geography – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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).</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human</p>	<p>History- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Geography – 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). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>History- A local history study.</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p>How can the fruits of the spirit influence how we live our lives today?</p> <p>Geography- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>History - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p>
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	<p>geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>					
<p>National Curriculum / Knowledge</p>	<p>Art – To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>DT – understand and apply the principles of nutrition and learn how to cook select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Art- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Learn about great artists, architects and designers in history.</p>	<p>DT – use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Art- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>DT – select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
<p>National Curriculum / Knowledge</p>	<p>Music – Sticks playing with correct hands and independent left-hand fingers with guitar chords. Increased dexterity in violin playing, crossing from string to string in a less scalic way. Make a good sound on the recorder, a clear sound on the guitar and increased expressing on the violin.</p>	<p>Music – Singing using the diaphragm and increased breathing capacity and diction. Guitar Em and Am, Violin new notes finger positions #3's and flat 1's and B on G string Recorders B,A,G and E.</p>	<p>Music – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p>	<p>Music – improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations develop an understanding of the history of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Music – listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression develop an understanding of the history of music</p>	<p>Music – improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations develop an understanding of the history of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>

			appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	and from great composers and musicians	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	and from great composers and musicians
National Curriculum / Knowledge	<p>PSHE - (R6)-Know how to recognise if family relationships are making them feel unhappy or unsafe , and how they seek help or advice from others if needed (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R14)-Know the conventions of courtesy and manners (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (H2)-Know that there is a normal range of emotions</p>	<p>PSHE - (R3)-know that others’ families, either in school or in the wider world , sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>PSHE - (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R15)-Know the importance of self-respect and how this links to their own happiness (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a</p>	<p>PSHE - (R6)-How to recognise if family relationships are making them feel unhappy or unsafe , and how they seek help or advice from others if needed (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R15)-Know the importance of self-respect and how this links to their own happiness (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>PSHE - (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties (R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>PSHE - (R1)-know that families are important for children growing up because they can give love, security and stability (R4)-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up (R6)-How to recognise if family relationships are making them feel unhappy or unsafe , and how they seek help or advice from others if needed (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties (R9)-Know that healthy friendships are positive and welcoming towards others,</p>

<p>(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations</p> <p>(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R17)-Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32)-Know where to get advice e.g. family, school and /or other sources</p> <p>(H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations</p>	<p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R17)-Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and</p>	<p>and do not make others feel lonely or excluded</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23)-know how to critically consider their online friendships and sources of</p>
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(R32)-Know where to get advice e.g. family, school and /or other sources
 (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
 (H10)-Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
 (H13)-Know how to consider the effect of their online actions on others and know how to recognise

(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H5)-Know the benefits of physical exercise, time spent outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
 (H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
 (H9)-Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions

inappropriate or unsafe physical, and other, contact
 (R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
 (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult
 (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
 (R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so
 (R32)-Know where to get advice e.g. family, school and /or other sources
 (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health
 (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

information including awareness of the risks associated with people they have never met
 (R24)-Know how information and data is shared and used online
 (R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
 (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
 (R32)-Know where to get advice e.g. family, school and /or other sources
 (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health
 (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

		<p>and display respectful behaviour online and the importance of keeping personal information private (H17)-Know where and how to report concerns and get support with issues online</p>		<p>(including issues arising online) H10)-Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact on positive and negative content online on their own and others' mental and physical wellbeing (H17)-Know where and how to report concerns and get support with issues online (H18)-Know the characteristics and mental and physical benefits of an active lifestyle (H19)-Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a regular active daily mile or other forms of regular, vigorous exercise (H20)-Know the risks associated with an inactive lifestyle (including obesity) (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health (H24)-Know the characteristics of a poor diet and risks associated</p>	<p>their own and others' feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5)-Know the benefits of physical exercise, time spent outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H10)-Know it is common for people to experience</p>	<p>H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H9)-Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H10)-Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle</p>
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				<p>with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>(H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>(H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H31)-Know the facts and science relating to allergies, immunization and vaccination</p>	<p>mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p> <p>(H11)-Know that for most people the internet is an integral part of life and has many benefits</p> <p>(H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact on positive and negative content online on their own and others' mental and physical wellbeing</p> <p>H13)-Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>(H14)-Know why social media, some computer games and online gaming, for example, are age restricted</p> <p>(H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H16)-Know how to be a discerning consumer of information online including understanding</p>	

					that information, including that from search engines, is ranked, selected and targeted (H17)-Know where and how to report concerns and get support with issues online H18)-Know the characteristics and mental and physical benefits of an active lifestyle (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health	
National Curriculum / Knowledge	<p>Latin - To study the history of rhetoric in the Western world and key figures that affected it.</p> <p>To understand Roman political life, the cursus honorum and the lives of Cicero and Julius Caesar.</p>	<p>Latin - To develop students' rhetorical skills.</p> <p>To introduce Latin adjectives, adjectival agreement and English derivatives.</p> <p>To revise Latin verbs, introduce the future active and the perfect active.</p>	<p>Latin - To study major figures in geometry from the Ancient world and explore their effect on science, maths, tech and engineering.</p> <p>To understand etymology of maths concepts and use that to reinforce KS2 mathematical knowledge.</p>	<p>Latin - To revise Latin nouns in the 1st, 2nd and 3rd declensions and revise the case system.</p> <p>To recognise, form and translate relative clauses in English and Latin</p> <p>To recognise English pronouns and translate Latin pronouns.</p>	<p>Latin - To understand the importance of mythology and storytelling in the classical world as a means of understanding nature.</p> <p>To translate sentences with Latin verbs of all four conjugations, of varied person and number and connect Latin verbs with advanced English vocabulary.</p>	<p>Latin - To translate longer English sentences into Latin.</p> <p>To connect Latin verbs and pronouns with derivatives in other Romance languages.</p>
Skills	<p>Science – Key concepts/ideas: Describe how oxygen is moved around the body.</p> <p>Possible scientific</p>	<p>Science – Key concepts/ideas: Describe the function of blood</p> <p>Possible scientific</p>	<p>Science - Key concepts/ideas: Explain how adaptations help plants and animals survive.</p>	<p>Science - Key concepts/ideas: Compare materials of different transparencies</p> <p>Possible scientific</p>	<p>Science - Key concepts/ideas: Classifying living things</p> <p>Possible scientific enquiry: Recording data</p>	<p>Science - Key concepts/ideas: Describe the composition of blood.</p> <p>Possible scientific</p>

enquiry: Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Explain how blood is filtered.

Possible scientific enquiry: Reporting and presenting, findings, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Describe what a blood transfusion involves.

Possible scientific enquiry: Finding out things using a wide range of secondary sources of information Describe how diabetes is managed.

Possible scientific enquiry: Report on findings from enquiries, including oral and written explanations, displays of results Describe the roles of bacteria.

Possible scientific enquiry: Report on

enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments Describe the function of blood vessels

Possible scientific enquiry: Record data and results of increasing complexity using scientific diagrams Describe how your heart moves blood around the body

Possible scientific enquiry: Plan different types of scientific enquiries to answer questions Describe how your heart moves blood around the body

Possible scientific enquiry: Reporting and presenting Describe the consequences of an unhealthy lifestyle

Possible scientific enquiry: Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Explore the different food groups and identify

Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments Describe the process of natural selection.

Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments Explain what fossils can tell us.

Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments Explain why animals can look different to their parents.

Possible scientific enquiry: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Explore the work of palaeontologist Mary Anning.

Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments. Describe the process of genetic modification.

Possible scientific enquiry: Identify scientific evidence that has been

enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments Explain how light travels in a straight line and shadows are formed

Possible scientific enquiry: Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Describe how lenses can be used

Possible scientific enquiry: Noticing patterns Show white light is a mixture

Possible scientific enquiry: Predict the effects of colour mixing Explain how water can bend light

Possible scientific enquiry: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Investigate light colour mixing

Possible scientific enquiry: Planning different types of

and results of increasing complexity using scientific diagrams and labels, classification keys , tables, scatter graphs, and bar and line graphs. Explore the kingdoms of life

Possible scientific enquiry: Planning different types of enquiries to answer questions including recognising and controlling variables where necessary Describe the work of Carl Linnaeus

Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments Identify different classes of vertebrates

Possible scientific enquiry: Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays or other presentations, identifying scientific evidence that has been

enquiry: Reporting and presenting findings from enquiries.

Describe how oxygen is moved around the body. **Possible scientific enquiry:** Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Explain how blood is filtered.

Possible scientific enquiry: Reporting and presenting, findings, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Describe what a blood transfusion involves.

Possible scientific enquiry: Finding out things using a wide range of secondary sources of information Describe how diabetes is managed.

Possible scientific enquiry: Report on findings from enquiries, including oral and

	findings from enquiries, including oral and written explanations, displays of results	ways to eat a balanced diet Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments.	used to support or refute ideas or argumen	scientific enquiries to answer questions, including recognising and controlling variables where necessary.	used to support or refute ideas Explore soil habitats Possible scientific enquiry: Grouping and classifying. Describe different types of fungi Possible scientific enquiry: Record scientific data using diagrams	written explanations, displays of results Describe the roles of bacteria. Possible scientific enquiry: Report on findings from enquiries, including oral and written explanations, displays of results
Skills	Computing - Online Safety SMART Rules What does media balance look like for me? What is clickbait and how do we avoid it? Digital Citizenship How do we keep online friendships safe? What is cyberbullying and what should I do? Foundational Skills Keyboard skills: Typing skills - touch typing speed	Computing - Using Google for Education Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing, Sheets, Creating Folders Choosing templates for a given project Research and online resources	Computing - Cross-Curricular Projects How can I use my research skills? Which template, layout or app would be best for a presentation?	Computing - Coding What can I do with a sprite? How do I use variables? What is data simulation?	Computing - Databases and Organisation How do I create a spreadsheet? What formulas can I use?	Computing - Programming How can I use variables?
Skills	PE- Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all	PE- Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Know and understand the basic principles of warming	PE- Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a	PE- Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills	PE- Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more	PE- Develop the consistency of their actions in a number of events Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up Understand why exercise is good for fitness, health and

	activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	up and why it is important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic criteria to evaluate their own and others' work.	range of performance skills. Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	wellbeing. Evaluate their own and others work and suggest ways to improve it.
Skills	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>
Skills	Geography – Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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	History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Use dates and timelines to place events, periods and cultural movements from around the world. Note connections, contrasts and trends over time.	Geography – Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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	History – Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Use dates and timelines to place events, periods and cultural movements from around the world. Note connections, contrasts and trends over time.	Geography – Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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	History – Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Use dates and timelines to place events, periods and cultural movements from around the world. Note connections, contrasts and trends over time.

<p>ivers), and land-use patterns; and understand how some of these aspects have changed over time. 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)</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of</p>	<p>Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p>Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.</p> <p>Enquiry</p>	<p>how some of these aspects have changed over time. 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)</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity</p>	<p>Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p>Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.</p> <p>Enquiry</p>	<p>ivers), and land-use patterns; and understand how some of these aspects have changed over time. 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)</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes</p>	<p>Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p>Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.</p> <p>Enquiry</p>
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<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use evidence to build up a picture of a past events. Begin to devise historically valid questions. Select and organise relevant historical information. Identify primary and secondary sources. Gather information from several sources to form a fluent account. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Form own opinions about historical events from a range of sources.</p> <p>Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner.</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use evidence to build up a picture of a past events. Begin to devise historically valid questions. Select and organise relevant historical information. Identify primary and secondary sources. Gather information from several sources to form a fluent account. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Form own opinions about historical events from a range of sources.</p> <p>Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner.</p>	<p>and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use evidence to build up a picture of a past events. Begin to devise historically valid questions. Select and organise relevant historical information. Identify primary and secondary sources. Gather information from several sources to form a fluent account. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Form own opinions about historical events from a range of sources.</p> <p>Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner.</p>
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<p>Skills</p>	<p>Art - Use sketchbooks to create a collection of observational drawings and to regularly develop and revisit ideas.</p> <p>Develop drawing of landscapes, patterns, faces and objects, with increasing accuracy, using sketchbooks.</p> <p>Apply skills learnt to draw and sketch in a sustained and independent way from observation, experience and imagination.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>DT- Produce appropriate lists of tools and techniques according to their functional properties.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Art- Compare ideas, methods and approaches, explaining likes, dislikes.</p> <p>Annotate and evaluate work in sketch books. Make links with own work and that of focus artist.</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract,</p>	<p>DT- Produce appropriate lists of tools and techniques according to their functional properties.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Present in depth development of ideas in sketchbooks.</p> <p>Build knowledge of techniques by experimenting and predicting what might happen.</p>	<p>Art- Annotate and evaluate work in sketch books. Make links with own work and that of focus artist.</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line,</p>	<p>DT- Know appropriate portion sizes and the importance of not skipping meals, including breakfast.</p> <p>Understand some of the basic processes to get food from farm to plate.</p> <p>Taste a range of ingredients and food items to develop a food vocabulary when designing.</p>

			absorb, colour, impressionism, impressionists.	Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.	tone, shape, abstract, absorb, colour, impressionism, impressionists.	
Skills	<p>Music – Singing in a variety of styles including Rap and Understanding the context of different musical genres and great jazz performers. Explore the groove of salsa, Rap, Jazz and the Waltz. Making decisions about arrangement and instrumentation. Improvising in the Jazz style. Sticks playing with correct hands and independent left-hand fingers with guitar chords. Increased dexterity in violin playing, crossing from string to string in a less scalic way. Make a good sound on the recorder, a clear sound on the guitar and increased expressing on the violin. Singing using the diaphragm and increased breathing capacity and diction. Guitar Em and Am, Violin new notes finger positions #3's and flat 1's</p>	<p>Music – Singing in a variety of styles including Rap and Understanding the context of different musical genres and great jazz performers. Explore the groove of salsa, Rap, Jazz and the Waltz. Making decisions about arrangement and instrumentation. Improvising in the Jazz style. Sticks playing with correct hands and independent left-hand fingers with guitar chords. Increased dexterity in violin playing, crossing from string to string in a less scalic way. Make a good sound on the recorder, a clear sound on the guitar and increased expressing on the violin. Singing using the diaphragm and increased breathing capacity and diction. Guitar Em and Am, Violin new notes finger positions #3's and flat 1's</p>	<p>Music – Sing a melody accurately and in a legato style Keep a steady pulse in a 3/4 metre and identify different rhythm patterns Compose and perform a simple piece on untuned percussion, using given rhythms</p> <p>Sing from memory with attention to phrasing and dynamics Create and perform a rhythmic backing using technology or untuned percussion Compose a short song based on a pentatonic scale</p>	<p>Music – Sing in three parts with good ensemble and accurate pitching Maintain a part in a chordal accompaniment Create a rhythmic backing for a song using voices, apps or untuned percussion</p> <p>Sing a two-part song from memory, focusing on phrasing, dynamics and accuracy of pitch Recognise features of a folk song and compare different arrangements Play the chorus by ear on pitched instruments</p>	<p>Music – Sing the melody from memory with expression, attention to accuracy of rhythm and pitch Create a rhythmic piece using word rhythms from names of the characters in the film Compose a short song about friendships, using the same or similar chord sequence</p> <p>Sing a melody with attention to phrasing Create a rhythmic piece with drums or drum-machine technology Improvise a melody using notes from the Bhairavi Raag</p>	<p>Music – Chant a rhyme accurately using different dynamics and actions, and adding sounds Perform a piece for untuned percussion using rhythms from the chant Compose a short melodic fragment to words from the song</p> <p>Sing a song in two parts from memory, keeping the high notes strong and in tune Play a sequence of major and minor chords on tuned percussion or pitched instruments Compose words for a song using major and minor keys</p>

	<p>and B on G string Recorders B,A,G and E. Playing in multiple parts with different instruments. Picking out your part within a recordings and tutti rehearsals.</p> <p>Respond and balance the different instruments in the group.</p> <p>Knowing how the parts fit together and which is more important at which time.</p> <p>Conducting and watching a conductor whilst on different instruments.</p> <p>Intensive practice sessions in groups and helping each other.</p>	<p>and B on G string Recorders B,A,G and E. Playing in multiple parts with different instruments. Picking out your part within a recordings and tutti rehearsals.</p> <p>Respond and balance the different instruments in the group.</p> <p>Knowing how the parts fit together and which is more important at which time.</p> <p>Conducting and watching a conductor whilst on different instruments.</p> <p>Intensive practice sessions in groups and helping each other.</p>				
<p>Skills</p>	<p>Latin -</p> <p>Build on existing knowledge of Latin parts of speech, especially nouns, by introducing adjectives and using them to recap case usage, number, and agreement.</p> <p>To expand on existing knowledge of Latin derivatives.</p> <p>Expand on tense knowledge with the perfect, the equivalent of the present perfect or past simple.</p> <p>Progression through a series of language- based games and dramatisations.</p>	<p>Latin -</p> <p>Build on existing knowledge of Latin parts of speech, especially nouns, by introducing adjectives and using them to recap case usage, number, and agreement.</p> <p>To expand on existing knowledge of Latin derivatives.</p> <p>Expand on tense knowledge with the perfect, the equivalent of the present perfect or past simple.</p> <p>Progression through a series of language- based games and dramatisations.</p>	<p>Latin -</p> <p>Build on existing knowledge of 1st and 2nd declensions by introducing the 3rd declension, using this to recap case usage and endings.</p> <p>To build on existing grammatical knowledge by introducing relative clauses in Latin, using this to reinforce understanding of English relative clauses.</p> <p>Build on existing knowledge of English pronouns as used in Latin verb translation, establishing they have precise equivalents in the Latin language.</p>	<p>Latin -</p> <p>Build on existing knowledge of 1st and 2nd declensions by introducing the 3rd declension, using this to recap case usage and endings.</p> <p>To build on existing grammatical knowledge by introducing relative clauses in Latin, using this to reinforce understanding of English relative clauses.</p> <p>Build on existing knowledge of English pronouns as used in Latin verb translation, establishing they have precise equivalents in the Latin language.</p>	<p>Latin -</p> <p>Reach a point in Latin language learning in which all grammatical concepts and translation skills can be used to decode complex sentences both on their own and in a wider narrative context.</p> <p>Have a understanding of how to recognise patterns and systems in Latin that will aid in the learning of modern languages at secondary school.</p> <p>Prepare for secondary education with a grounding in the roots of technical, mathematical</p>	<p>Latin -</p> <p>Reach a point in Latin language learning in which all grammatical concepts and translation skills can be used to decode complex sentences both on their own and in a wider narrative context.</p> <p>Have a understanding of how to recognise patterns and systems in Latin that will aid in the learning of modern languages at secondary school.</p> <p>Prepare for secondary education with a grounding in the roots of technical, mathematical and legal English in the Latin</p>

	Study and create a timeline of rhetoricians in the ancient world.	Study and create a timeline of rhetoricians in the ancient world.	Situating mathematical concepts in a deeper historical context. Build on knowledge of Roman academia established through studying rhetoricians.	Situating mathematical concepts in a deeper historical context. Build on knowledge of Roman academia established through studying rhetoricians.	and legal English in the Latin language. Have an understanding of its vast impact on prominent cultural spheres. Be prepared for learning modern languages at secondary school with a firm grounding in Latin derivatives and their similar grammatical function.	language. Have an understanding of its vast impact on prominent cultural spheres. Be prepared for learning modern languages at secondary school with a firm grounding in Latin derivatives and their similar grammatical function.
Skills	<p>PSHE – Knowledge</p> <ul style="list-style-type: none"> • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children’s universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process <p>Social and Emotional skills</p>	<p>PSHE – Knowledge</p> <ul style="list-style-type: none"> • Know that there are different perceptions of ‘being normal’ and where these might come from • Know that being different could affect someone’s life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict <p>Social and Emotional skills</p> <ul style="list-style-type: none"> • Empathise with people who are different and be 	<p>PSHE – Knowledge</p> <ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them <p>Social and Emotional skills</p> <ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when 	<p>PSHE – Knowledge</p> <ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their Uses • Know how these different types of drugs can affect people’s bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things 	<p>PSHE – Knowledge</p> <ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being ‘online’ • Know how to use technology safely and positively to communicate with their friends and family <p>Social and Emotional skills</p> <p>Recognise that people can get problems with their mental health and</p>	<p>PSHE – Knowledge</p> <ul style="list-style-type: none"> • Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

	<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is Know how to regulate emotions 	<p>aware of their own feelings towards them</p> <ul style="list-style-type: none"> • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are <p>Show empathy</p>	<p>they have achieved their goal</p> <ul style="list-style-type: none"> • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements 	<ul style="list-style-type: none"> • Know that being stressed can cause drug and alcohol misuse <p>Social and Emotional skills</p> <p>Are motivated to care for their own physical and emotional health</p> <ul style="list-style-type: none"> • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure 	<p>that it is nothing to be ashamed of</p> <ul style="list-style-type: none"> • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being 	<p>Social and Emotional skills</p> <ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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