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.

	<u>YEAR 6</u>							
	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	RENSUKE'S	Poetry Books by Black Authors	<section-header></section-header>	And other titles from Little People Big Dreams Collection	<text></text>	LAMPY CATT & MERCECO ANYTOIT C A N Expertent to 3 D U 5 E E N E 7 1 D U 1 T TO 1 D U 1 T TO 1 D U 1 T TO 1 D U 1 T TO 1 T TO 1 D U 1 T TO 1 T		
Cross-Curricular	English- <u>Non-</u> <u>Fiction:</u> Recounts <u>Fiction:</u> 3 rd Person Narrative	English- Fiction: Poetry: metaphors and personification, select pattern or form to match the meaning	English- <u>Non-Fiction:</u> Non-Chronological Report <u>Fiction:</u> Newspaper	English- <u>Non-</u> <u>Fiction:</u> Persuasive Advert <u>Fiction:</u> Diary Entry	English- <u>Non-</u> <u>Fiction:</u> Formal Letter: Climate Change <u>Fiction:</u>	English- <u>Non-</u> <u>Fiction:</u> Discussion and debate/ Balanced Argument		
		<u>Fiction:</u>		Postcard	1st Person Narrative	<u>Fiction:</u> Flashback Story		

		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 Percussion	Music - Fifths Programming <i>Percussion</i>	Music - Fifths Programming Percussion
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 topic learned.

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			nouns and Latin		3^{rd} and 4^{th}	
			adjectives.		Conjugation verbs and	
					Latin pronouns.	
Cross-Curricular	PSHE-	PSHE-	PSHE-	PSHE-	PSHE-	PSHE-
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Experiences / Visits	Residential at	Restaurant Visit		Jewish Museum		
	Sayers Croft	(Cultural), Cooking Class		(Kinder transport)		
		(Healthy)		<u></u>		
		Edward the Confessors				
		tomb at Westminster				
		Abbey				
National Curriculum	Calanaa		Science –	Colonna	Colonaa	Calanaa
	Science –	Science –		Science –	Science –	Science –
/ Knowledge	Identify and name the	Describe the ways in	Identify how animals and plants are	Recognise that light	Describe how living	Identify and name the
	main parts of the human	which nutrients and		appears to travel in	things are classified	main parts of the human
	circulatory system and	water are transported	adapted to suit their	straight lines.	into board groups	circulatory system and
	describe the functions of	within animals, including	environment in		according to common	describe the functions of
	the heart, blood vessels	humans	different ways and	Use the idea that light	observable	the heart, blood vessels
	and blood.		that adaptation may	travels in straight lines	characteristics and	and blood.
		Identify and name the	lead to evolution.	to explain why shadows	based on similarities	
	Describe the ways in	main parts of the human		have the same shape as	and differences,	Describe the ways in
	which nutrients and	circulatory system, and	Recognise that living	the objects that cast	including micro-	which nutrients and
	water are transported	describe the functions of	things have changed	them.	organisms, plants and	water are transported
	within animals, including	the heart, blood vessels	over time and that		animals.	within animals, including
	humans.	and blood.	fossils provide	Use the idea that light		humans.
			information about	travels in straight lines	Give reasons for	
	Recognise the impact of	Recognise the impact of	living things that	to explain that objects	classifying plants and	Recognise the impact of
	diet, exercise, drugs and	diet, exercise, drugs and	inhabited the Earth	are seen because they	animals based on	diet, exercise, drugs and
	lifestyle on the way their	lifestyle on the way	millions of years ago.	give out or reflect light	specific characteristics.	lifestyle on the way their
	bodies function	bodies function.		into the eye;	Find out about the	bodies function.
			Recognise that living		significance of the work	
		Describe the ways in	things produce	Explain that we see	of scientists such as	
		which nutrients and	offspring of the same	, things because light	Carl Linnaeus, a	
			kind, but that	travels from light	pioneer of	
		water are transported	offspring normally	sources to our eyes or	classification.	
		within animals, including	vary and are not	from light sources to	Classify animals into	
		humans	, identical to their	objects and then to our	commonly found	
			parents.	eyes	invertebrates (such as	
				-,	insects, spiders, snails,	
			Identify how animals	Exploring the way that	worms) and	
			and plants are	light behaves, including	vertebrates (fish,	
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			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. Find out about the work of palaeontologists such as Mary Anning, and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. 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.	light sources, reflection and shadows.	amphibians, reptiles, birds and mammals). Use the local environment throughout the year to explore and answer questions about animals in their habitat.	
National Curriculum / Knowledge	Computing- Use technology safely and respectfully, keeping personal information private Identify where to go for help about concerns,	Computing- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they	Computing- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer	Computing - write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by	Computing- Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and	Computing- Programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems

	contact or content online Understand the expectations of behaviour online and sharing media and information Creating and protecting passwords Cyberbullying - intent and consequences	offer for communication and collaboration select, use and combine a variety of software (including internet services) on a range of digital devices to design and create.	for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting	decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output	presenting data and information	by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
National Curriculum / Knowledge	PE- <u>Games</u> 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 use running, jumping, throwing and catching	PE- <u>Gymnastics</u> 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 develop flexibility, strength,	data and information PE- <u>Dance & Fitness</u> 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.	PE- <u>Racket/Stick Games</u> 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 apply basic principles suitable	PE- Bat Games 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	PE- <u>Athletics</u> 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 develop flexibility, strength, technique, control and balance. Pupils should

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 R.E. – Key concepts/ideas: • Rites of Passage • Sacrament • To understand the meaning of Baptism at Confirmation. • To know the differen between a Christian at civil marriage • To know what Christians believe happens after death • To understand the id of eternal life.	special? ce M What is the experience like for a Christian before, during and after pilgrimage?	R.E. – Key concepts/ideas: How do Buddhists live their lives through their faith? How are the teachings of Buddhism arranged through the eight-fold path, four noble truths, symbols and five precepts? To have an understanding of The Sangha (Buddhist community) To have an understanding of the meaning of Dharma (ultimate truth).	R.E. – Key concepts/ideas: What does it mean to live as a committed Christian? What is our understanding of monastic living? What different models of monastic life exist? What are the challenges of living in community? Key concepts/ideas: God's plan of salvation Forgiveness Hope Resurrection Exploration of the Easter narrative using the stations of the cross to help gain an insight into the narrative.	R.E. – Key concepts/ideas: The Kingdom of God What 'ingredients' are required for a message to have longevity? What does it mean to be persecuted and how might this prevent a message from being shared? How was the message shared following the ascension of Jesus? What is the meaning of Pentecost? What is the meaning of the Trinity? What does Pentecost show us about the Trinity? How do Christians believe the Holy Spirit equips them to share the Christian message and how does the confirmation ritual show this belief?	R.E. – Key concepts/ideas: The implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Rules in religions and other sources of authority. Work on rules, laws and responsibilities in society and in Judaism, Christianity and Islam of liturgy.

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					How can the fruits of	
					the spirit influence how	
					we live our lives today?	
National Curriculum	Geography –	History-	Geography –	History-	Geography-	History -
/ Knowledge	Locate the world's	The Viking and Anglo-	Identify the position and	A local history study.	Describe and	A study of an aspect or
	countries, using maps to	Saxon struggle for the	significance of latitude,		understand key aspects	theme in British history
	focus on Europe	Kingdom of England to	longitude, Equator,	A study of an aspect or	of human geography,	that extends pupils'
	(including the location of	the time of Edward the	Northern Hemisphere,	theme in British history	including: types of	chronological knowledge
	Russia) and North and	Confessor.	Southern Hemisphere,	that extends pupils'	settlement and land	beyond 1066.
	South America,		the Tropics of Cancer and	chronological knowledge	use, economic activity	
	concentrating on their		Capricorn, Arctic and	beyond 1066.	including trade links,	
	environmental regions,		Antarctic Circle, the		and the distribution of	
	key physical and human		Prime/Greenwich		natural resources	
	characteristics,		Meridian and time zones		including energy, food,	
	countries, and major		(including day and night).		minerals and water.	
	cities.		Understand geographical		Use maps, atlases,	
			similarities and		globes and	
	Identify the position and		differences through the		digital/computer	
	significance of latitude,		study of human and		mapping to locate	
	longitude, Equator,		physical geography of a		countries and describe	
	Northern Hemisphere,		region of the United		features studied.	
	Southern Hemisphere,		Kingdom, a region in a			
	the Tropics of Cancer		European country, and a			
	and Capricorn, Arctic		region within North or			
	and Antarctic Circle, the		South America.			
	Prime/Greenwich		Describe and understand			
	Meridian and time zones		key aspects of physical			
	(including day and		geography, including:			
	night).		climate zones, biomes			
			and vegetation belts,			
	Describe and understand		rivers, mountains,			
	key aspects of physical		volcanoes and			
	geography, including:		earthquakes, and the			
	climate zones, biomes		water cycle.			
	and vegetation belts,		Use maps, atlases, globes			
	rivers, mountains,		and digital/computer			
	volcanoes and		mapping to locate			
	earthquakes, and the		countries and describe			
	water cycle.		features studied.			
	Describe and understand					
	key aspects of human					

National Curriculum / Knowledge	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. Art – To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	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	Art- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn about great artists, architects and designers in history.	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	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.	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
National Curriculum / Knowledge	sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 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.	and aesthetic qualities 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.	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	ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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	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	including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 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

			appreciate and	and from great	appreciate and	and from great
			understand a wide range	composers and	understand a wide	composers and
			of high-quality live and	musicians	range of high-quality	musicians
			recorded music drawn		live and recorded music	
			from different traditions		drawn from different	
			and from great		traditions and from	
			composers and musicians		great composers and	
					musicians	
National Curriculum	PSHE -	PSHE -	PSHE -	PSHE -	PSHE -	PSHE -
/ Knowledge	(R6)-Know how to	(R3)-know that others'	(R12)-Know the importance	(R6)-How to recognise if	(R8)-Know the	(R1)-know that families are
	recognise if family	families, either in school or	of respecting others, even	family relationships are	characteristics of	important for children
	relationships are making	in the wider world ,	when they are very different	making them feel unhappy	friendships, including	growing up because they
	them feel unhappy or	sometimes look different	from them (for example,	or unsafe , and how they	mutual respect,	can give love, security and
	unsafe , and how they seek	from their family, but that	physically, in character,	seek help or advice from	truthfulness,	stability
	help or advice from others	they should respect those	personality or backgrounds),	others if needed	trustworthiness, loyalty,	(R4)-Know that stable,
	if needed	differences and know that	or make different choices or	(R7)-Know how important	kindness, generosity,	caring relationships, which
	(R7)-Know how important	other children's families are	have different preferences	friendships are in making us	trust, sharing interests	may be of different types,
	friendships are in making us	also characterised by love	or beliefs	feel happy and secure, and	and experiences and	are at the heart of happy
	feel happy and secure, and	and care	(R13)-Know practical steps	how people choose and	support with problems	families, and are important
	how people choose and	(R11)-Know how to	they can take in a range of	make friends	and difficulties	for children's security as
	make friends	recognise who to trust and	different contexts to	(R11)-Know how to	(R9)-Know that healthy	they grow up
	(R12)-Know the importance	who not to trust, how to	improve or support	recognise who to trust and	friendships are positive	(R6)-How to recognise if
	of respecting others, even	judge when a friendship is	respectful relationships	who not to trust, how to	and welcoming towards	family relationships are
	when they are very	making them feel unhappy	(R15)-Know the importance	judge when a friendship is	others, and do not make	making them feel unhappy
	different from them (for	or uncomfortable,	of self-respect and how this	making them feel unhappy	others feel lonely or	or unsafe , and how they
	example, physically, in	managing conflict, how to	links to their own happiness	or uncomfortable,	excluded	seek help or advice from
	character, personality or	manage these situations	(R16)-Know that in school	managing conflict, how to	(R10)-Know that most	others if needed
	backgrounds), or make	and how to seek help or	and in wider society they can	manage these situations	friendships have ups and	(R7)-Know how important
	different choices or have	advice from others, if	expect to be treated with	and how to seek help or	downs, and that these can	friendships are in making us
	different preferences or	needed.	respect by others, and that	advice from others, if	often be worked through	feel happy and secure, and
	beliefs	(R12)-Know the importance	in turn they should show due	needed.	so that the friendship is	how people choose and
	(R13)-Know practical steps	of respecting others, even	respect to others, including	(R15)-Know the importance	repaired or even	make friends
	they can take in a range of	when they are very	those in positions of	of self-respect and how this	strengthened, and that	(R8)-Know the
	different contexts to	different from them (for	authority	links to their own happiness	resorting to violence is	characteristics of
	improve or support	example, physically, in	(H2)-Know that there is a	(R16)-Know that in school	never right	friendships, including
	respectful relationships	character, personality or	normal range of emotions	and in wider society they	(R11)-Know how to	mutual respect,
	(R14)-Know the	backgrounds), or make	(e.g. happiness, sadness, anger, fear, surprise,	can expect to be treated	recognise who to trust	truthfulness,
	conventions of courtesy	different choices or have	0,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	with respect by others, and	and who not to trust, how	trustworthiness, loyalty,
	and manners	different preferences or	nervousness) and scale of	that in turn they should	to judge when a friendship is making them	kindness, generosity, trust,
	(R25)-Know what sorts of	beliefs (P12) Know practical stops	emotions that all humans	show due respect to others,		sharing interests and experiences and support
	boundaries are appropriate in friendships with peers	(R13)-Know practical steps they can take in a range of	experience In relation to different experiences and	including those in positions of authority	feel unhappy or uncomfortable, managing	with problems and
				-		difficulties
	and others (including in a digital context)	different contexts to improve or support	situations (H3)-Know how to recognise	R18)-Know what a stereotype is, and how	conflict, how to manage these situations and how	(R9)-Know that healthy
	(H2)-Know that there is a	respectful relationships	and talk about their	stereotype is, and now stereotypes can be unfair,	to seek help or advice	friendships are positive and
	normal range of emotions	respectiurrelationships	emotions, including having a	negative or destructive	from others, if needed.	welcoming towards others,
	normal range of emotions				nom others, if needed.	welcoming towards others,

(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

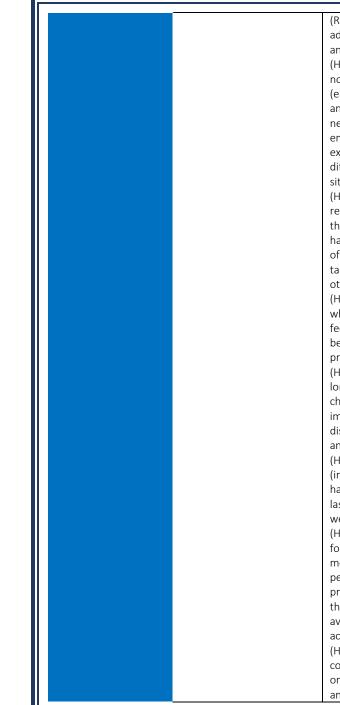
(R15)-Know the importance of self-respect and how this links to their own happiness (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17)-Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R21)-Know that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (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

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

(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (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 (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 (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

(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 (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 R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19)-Know the importance of permissionseeking and giving in relationships with friends, peers and adults (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (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 (R27)-Know that each person's body belongs to them, and the differences between appropriate and

and do not make others feel lonely or excluded (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 R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R20-Know that people sometimes behave differently online, including by pretending to be someone they are not (R21)-Know that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23)-know how to critically consider their online friendships and sources of



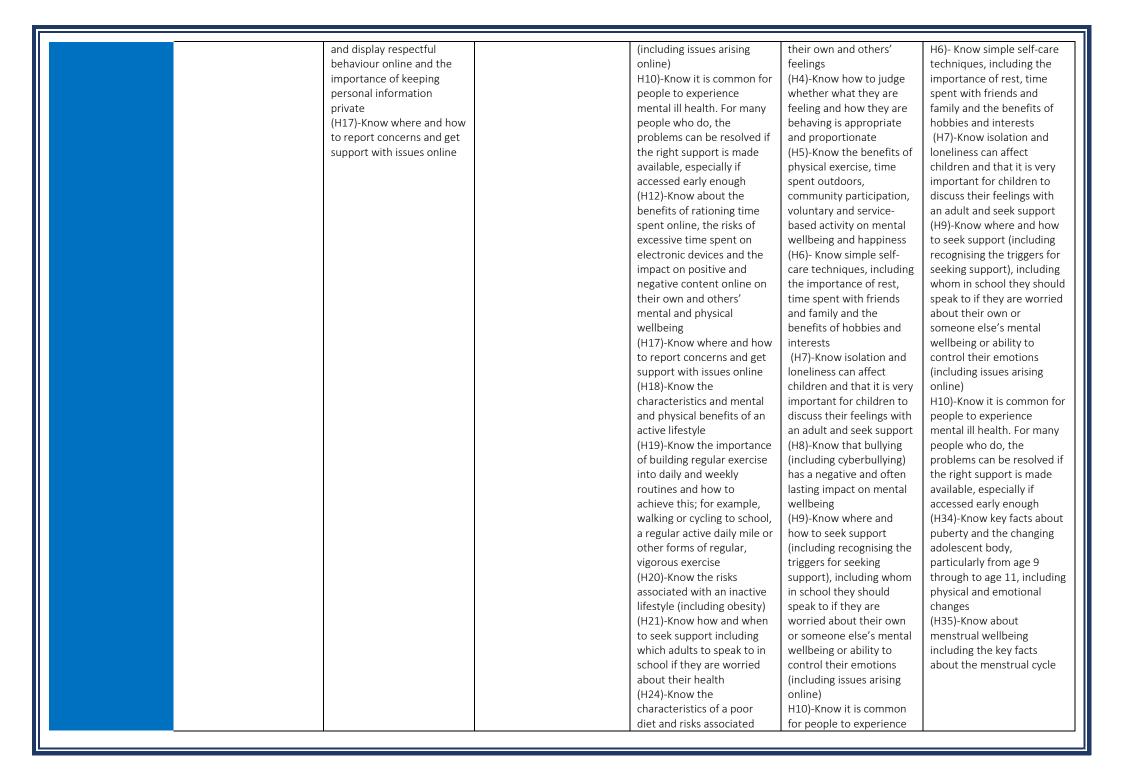
(R32)-Know where to get advice e.g. family, school and /or other sources (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations (H3)-Know how 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 verv 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 verv 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

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

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National Curriculum / Knowledge	Latin - To study the history of rhetoric in the Western world and key figures that affected it. To understand Roman political life, the cursus honorum and the lives of Cicero and Julius Caesar.	Latin - To develop students' rhetorical skills. To introduce Latin adjectives, adjectival agreement and English derivatives. To revise Latin verbs, introduce the future active and the perfect active.	Latin - To study major figures in geometry from the Ancient world and explore their effect on science, maths, tech and engineering. To understand etymology of maths concepts and use that to reinforce KS2 mathematical knowledge.	Latin - To revise Latin nouns in the 1st, 2nd and 3rd declensions and revise the case system. To recognise, form and translate relative clauses in English and Latin To recognise English pronouns and translate Latin pronouns.	Latin - To understand the importance of mythology and storytelling in the classical world as a means of understanding nature. To translate sentences with Latin verbs of all four conjugations, of varied person and number and connect Latin verbs with advanced English vocabulary.	Latin - To translate longer English sentences into Latin. To connect Latin verbs and pronouns with derivatives in other Romance languages.
Skills	Science – Key concepts/ideas: Describe how oxygen is moved around the body. Possible scientific	Science – Key concepts/ideas: Describe the function of blood Possible scientific	Science - Key concepts/ideas: Explain how adaptations help plants and animals survive.	Science - Key concepts/ideas: Compare materials of different transparencies Possible scientific	Science - Key concepts/ideas: Classifying living things Possible scientific enquiry: Recording data	Science - Key concepts/ideas: Describe the composition of blood. Possible scientific

enquiry: Reporting and	enquiry: Identify	Possible scientific enquiry:	enquiry: Identify	and results of	enquiry: Reporting and
presenting findings from	scientific evidence that	Identify scientific	scientific evidence that	increasing complexity	presenting findings from
enquiries, including	has been used to support	evidence that has been	has been used to support	using scientific	enquiries.
conclusions, causal	or refute ideas or	used to support or refute	or refute ideas or	diagrams and labels,	Describe how oxygen is
relationships and	arguments	ideas or arguments	arguments	classification keys,	moved around the body.
explanations of and	Describe the function of	Describe the process of	Explain how light travels	tables, scatter graphs,	Possible scientific
degree of trust in results,	blood vessels	natural selection.	in a straight line and	and bar and line	enquiry: Reporting and
in oral and written forms	Possible scientific	Possible scientific enquiry:	shadows are formed	graphs.	presenting findings from
such as displays and	enquiry: Record data and	Identify scientific	Possible scientific	Explore the kingdoms	enquiries, including
other presentations.	results of increasing	evidence that has been	enquiry: Taking	of life	conclusions, causal
Explain how blood is	complexity using	used to support or refute	measurements, using a	Possible scientific	relationships and
filtered.	scientific diagrams	ideas or arguments	range of scientific	enquiry: Planning	explanations of and
	Describe how your heart	Explain what fossils can	equipment, with	different types of	degree of trust in results,
Possible scientific	moves blood around the	tell us.	increasing accuracy and	enquiries to answer	in oral and written forms
enquiry: Reporting and	body	Possible scientific enquiry:	precision, taking repeat	questions including	such as displays and
presenting, findings,	Possible scientific	Identify scientific	readings when	recognising and	other presentations.
including conclusions,	enquiry: Plan different	evidence that has been	appropriate	controlling variables	Explain how blood is
casual relationships and	types of scientific	used to support or refute	Describe how lenses can	where necessary	filtered.
explanations of and	enquiries to answer	ideas or arguments	be used	Describe the work of	Possible scientific
degree of trust in results,	questions	Explain why animals can	Possible scientific	Carl Linnaeus	enquiry: Reporting and
in oral and written forms	Describe how your heart	look different to their	enquiry: Noticing	Possible scientific	presenting, findings,
such as displays and	moves blood around the	parents.	patterns	enquiry: Identify	including conclusions,
other presentations.	body	Possible scientific enquiry:	Show white light is a	scientific evidence that	casual relationships and
Describe what a blood	Possible scientific	Planning different types	mixture	has been used to	explanations of and
transfusion involves.	enquiry: Reporting and	of scientific enquiries to	Possible scientific	support or refute ideas	degree of trust in results,
Possible scientific	presenting	answer questions,	enquiry: Predict the	or arguments	in oral and written forms
enquiry: Finding out	Describe the	including recognising and	effects of colour mixing	Identify different	such as displays and
things using a wide	consequences of an	controlling variables	Explain how water can	classes of vertebrates	other presentations.
range of secondary	unhealthy lifestyle	where necessary.	bend light	Possible scientific	Describe what a blood
sources of information	Possible scientific	Explore the work of	Possible scientific	enquiry: Reporting and	transfusion involves.
Describe how diabetes is	enquiry: Reporting and	palaeontologist Mary	enquiry: Planning	presenting findings	Possible scientific
managed.	presenting findings from	Anning.	different types of	from enquiries,	enquiry: Finding out
Possible scientific	enquiries, including	Possible scientific enquiry:	scientific enquiries to	including conclusions,	things using a wide range
enquiry: Report on	conclusions, casual	Identify scientific	answer questions,	casual relationships	of secondary sources of
findings from enquiries,	relationships and	evidence that has been	including recognising and	and explanations of	information
including oral and	explanations of and	used to support or refute	controlling variables	and degree of trust in	Describe how diabetes is
written explanations,	degree of trust in results,	ideas or arguments.	where necessary	results, in oral and	managed.
displays of results	in oral and written forms	Describe the process of	Investigate light colour	written forms such as	Possible scientific
Describe the roles of	such as displays and	genetic modification.	mixing	displays or other	enquiry: Report on
bacteria.	other presentations.	Possible scientific enquiry:	Possible scientific	presentations,	findings from enquiries,
Possible scientific	Explore the different	Identify scientific	enquiry: Planning	identifying scientific	including oral and
enquiry: Report on	food groups and identify	evidence that has been	different types of	evidence that has been	

	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 – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above
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.

rivers), and land	-use Knowledge and	how some of these	Knowledge and	rivers), and land-use	Knowledge and
patterns; and	Understanding	aspects have changed	Understanding	patterns; and	Understanding
understand how	some of Identify key features	over time.	Identify key features /	understand how some	Identify key features /
these aspects ha	events of a period.	Identify the position and	events of a period.	of these aspects have	events of a period.
changed over tir	ne. Identify key changes	over significance of latitude,	Identify key changes over	changed over time.	Identify key changes over
Identify the posi	tion and a period of time and g	give longitude, Equator,	a period of time and give	Identify the position	a period of time and give
significance of la	titude, reasons for these.	Northern Hemisphere,	reasons for these.	and significance of	reasons for these.
longitude, Equat	or, Explain how the lives	of Southern Hemisphere,	Explain how the lives of	latitude, longitude,	Explain how the lives of
Northern Hemis	phere, people in the time	the Tropics of Cancer and	people in the time	Equator, Northern	people in the time
Southern Hemis	phere, studied compares wit	h Capricorn, Arctic and	studied compares with	Hemisphere, Southern	studied compares with
the Tropics of Ca	ancer our life today.	Antarctic Circle, the	our life today.	Hemisphere, the	our life today.
and Capricorn, A	rctic Explain how people /	Prime/Greenwich	Explain how people /	Tropics of Cancer and	Explain how people /
and Antarctic Ci	cle, the events from the past	Meridian and time zones	events from the past	Capricorn, Arctic and	events from the past
Prime/Greenwic	h have influenced life	(including day and night)	have influenced life	Antarctic Circle, the	have influenced life
Meridian and tir	ne zones today.		today.	Prime/Greenwich	today.
(including day a	nd night) Use appropriate	Place knowledge	Use appropriate	Meridian and time	Use appropriate
	historical vocabulary	e.g. Understand geographical	historical vocabulary e.g.	zones (including day	historical vocabulary e.g.
Place knowledge	culture, social, econo	mic similarities and	culture, social, economic	and night)	culture, social, economic
Understand geo	graphical and political.	differences through the	and political.		and political.
similarities and		study of human and		Place knowledge	
differences thro	ugh the Interpretation	physical geography of a	Interpretation	Understand	Interpretation
study of human	and Understand that the	past region of the United	Understand that the past	geographical	Understand that the past
physical geograp	bhy of a has been represented	l in Kingdom, a region in a	has been represented in	similarities and	has been represented in
region of the Un	ited different ways.	European country, and a	different ways.	differences through the	different ways.
Kingdom, a regio	on in a Give reasons for	region within North or	Give reasons for	study of human and	Give reasons for different
European count		ch South America.	different ways in which	physical geography of a	ways in which the past is
region within No			the past is presented.	region of the United	presented.
South America.	Begin to evaluate the		Begin to evaluate the	Kingdom, a region in a	Begin to evaluate the
	usefulness of differer		usefulness of different	European country, and	usefulness of different
Human and phys		Describe and understand	sources.	a region within North	sources.
geography.	Analyse the experien		Analyse the experiences	or South America.	Analyse the experiences
Describe and un	,		of others and apply the		of others and apply the
key aspects of: p			lessons learnt to one's	Human and physical	lessons learnt to one's
geography, inclu	-	5	own life/today's world.	geography.	own life/today's world.
climate zones, b	, ,	rivers, mountains,	Identify and explain	Describe and	Identify and explain
and vegetation b	_		change and continuity	understand key aspects	
rivers, mountain	,	earthquakes, and the	within and across	of: physical geography,	within and across
volcanoes and	periods.	water cycle.	periods.	including: climate	periods.
earthquakes, an		Human geography,		zones, biomes and	
water cycle.	Enquiry	including: types of	Enquiry	vegetation belts, rivers,	Enquiry
Human geograp		settlement and land use,		mountains, volcanoes	
including: types	ot	economic activity			

settlement and land use,	Use evidence to build up	including trade links, and	Use evidence to build up	and earthquakes, and	Use evidence to build up
economic activity	a picture of a past	the distribution of natural	a picture of a past	the water cycle.	a picture of a past
including trade links, and	events.	resources including	events.	Human geography,	events.
the distribution of	Begin to devise	energy, food, minerals	Begin to devise	including: types of	Begin to devise
natural resources	historically valid	and water	historically valid	settlement and land	historically valid
including energy, food,	questions.		questions.	use, economic activity	questions.
minerals and water	Select and organise	Geographical skills and	Select and organise	including trade links,	Select and organise
	relevant historical	fieldwork	relevant historical	and the distribution of	relevant historical
Geographical skills and	information.	Use maps, atlases, globes	information.	natural resources	information.
fieldwork	Identify primary and	and digital/computer	Identify primary and	including energy, food,	Identify primary and
Use maps, atlases,	secondary sources.	mapping to locate	secondary sources.	minerals and water	secondary sources.
globes and	Gather information from	countries and describe	Gather information from		Gather information from
digital/computer	several sources to form a	features studied.	several sources to form a	Geographical skills and	several sources to form a
mapping to locate	fluent account.	Use the eight points of a	fluent account.	fieldwork	fluent account.
countries and describe	Use a variety of	compass, four and six-	Use a variety of	Use maps, atlases,	Use a variety of
features studied.	documents (e.g. printed	figure grid references,	documents (e.g. printed	globes and	documents (e.g. printed
Use the eight points of a	sources, the internet,	symbols and key	sources, the internet,	digital/computer	sources, the internet,
compass, four and six-	databases, photographs,	(including the use of	databases, photographs,	mapping to locate	databases, photographs,
figure grid references,	music, artefacts, historic	Ordnance Survey maps)	music, artefacts, historic	countries and describe	music, artefacts, historic
symbols and key	buildings) to collect	to build their knowledge	buildings) to collect	features studied.	buildings) to collect
(including the use of	information about the	of the United Kingdom	information about the	Use the eight points of	information about the
Ordnance Survey maps)	past.	and the wider world.	past.	a compass, four and	past.
to build their knowledge	Form own opinions	Use fieldwork to observe,	Form own opinions	six-figure grid	Form own opinions
of the United Kingdom	about historical events	measure, record and	about historical events	references, symbols	about historical events
and the wider world.	from a range of sources.	present the human and	from a range of sources.	and key (including the	from a range of sources.
Use fieldwork to		physical features in the		use of Ordnance Survey	
observe, measure,	Organisation and	local area using a range of	Organisation and	maps) to build their	Organisation and
record and present the	Communication	methods, including sketch	Communication	knowledge of the	Communication
human and physical	Discuss different ways of	maps, plans and graphs,	Discuss different ways of	United Kingdom and	Discuss different ways of
features in the local area	presenting information	and digital technologies.	presenting information	the wider world.	presenting information
using a range of	for different purposes.		for different purposes.	Use fieldwork to	for different purposes.
methods, including	Communicate knowledge		Communicate knowledge	observe, measure,	Communicate knowledge
sketch maps, plans and	and understanding in a		and understanding in a	record and present the	and understanding in a
graphs, and digital	variety of ways (e.g.		variety of ways (e.g.	human and physical	variety of ways (e.g.
technologies.	discussions, pictures,		discussions, pictures,	features in the local	discussions, pictures,
	writing, annotations etc.		writing, annotations etc.	area using a range of	writing, annotations etc.
	Contribute keenly and		Contribute keenly and	methods, including	Contribute keenly and
	confidently in class		confidently in class	sketch maps, plans and	confidently in class
	discussions.		discussions.	graphs, and digital	discussions.
	Present written work in		Present written work in	technologies.	Present written work in
	an organised and clearly		an organised and clearly		an organised and clearly
	structured manner.		structured manner.		structured manner.

	Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Choose the most appropriate way to present information. Work independently and in groups, showing initiative.		Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Choose the most appropriate way to present information. Work independently and in groups, showing initiative.		Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Choose the most appropriate way to present information. Work independently and in groups, showing initiative.
SkillsArt - Use sketchbo create a colle observational and to regula and revisit ideDevelop draw landscapes, p faces and obj increasing acc using sketchbApply skills le draw and ske sustained and independent observation, o and imaginatiStart to devel own style usin contrast and media.	ection of of tools and techniques according to their functional properties. eas. Measure and mark out accurately. batterns, eets, with Use skills in using different tools and equipment safely and accurately. earnt to etch in a Cut and join with accuracy to ensure a good-quality finish to the product. lop their ng tonal	Art- Compare ideas, methods and approaches, explaining likes, dislikes. Annotate and evaluate work in sketch books. Make links with own work and that of focus artist. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract,	 DT- Produce appropriate lists of tools and techniques according to their functional properties. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product. Present in depth development of ideas in sketchbooks. Build knowledge of techniques by experimenting and predicting what might happen. 	Art- Annotate and evaluate work in sketch books. Make links with own work and that of focus artist. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line,	DT- Know appropriate portion sizes and the importance of not skipping meals, including breakfast. Understand some of the basic processes to get food from farm to plate. Taste a range of ingredients and food items to develop a food vocabulary when designing.

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

	and B on G string	and B on G string				
	Recorders B,A,G and E.	Recorders B,A,G and E.				
	Playing in multiple parts	Playing in multiple parts				
	with different	with different				
	instruments. Picking out	instruments. Picking out				
	your part within a	your part within a				
	recordings and tutti	recordings and tutti				
	rehearsals.	rehearsals.				
	Respond and balance	Respond and balance the				
	the different	different instruments in				
	instruments in the	the group.				
	group.	Knowing how the parts				
	Knowing how the parts	fit together and which is				
	fit together and which is	more important at which				
	more important at which	time.				
	time.	Conducting and watching				
	Conducting and	a conductor whilst on				
	watching a conductor	different instruments.				
	whilst on different	Intensive practice				
	instruments.	sessions in groups and				
	Intensive practice	helping each other.				
	sessions in groups and	1 0				
	helping each other.					
Skills	Latin -	Latin -	Latin -	Latin -	Latin -	Latin -
	Build on existing knowledge	Build on existing knowledge	Build on existing knowledge	Build on existing knowledge	Reach a point in Latin	Reach a point in Latin
	of Latin parts of speech,	of Latin parts of speech,	of 1st and 2nd declensions	of 1st and 2nd declensions	language learning in	language learning in which
	especially nouns, by	especially nouns, by	by introducing the 3rd	by introducing the 3rd	which all grammatical	all grammatical concepts
	introducing adjectives and	introducing adjectives and	declension, using this to	declension, using this to	concepts and translation	and translation skills can be
	using them to recap case	using them to recap case	recap case usage and	recap case usage and	skills can be used to	used to decode complex
	usage, number, and	usage, number, and	endings.	endings.	decode complex	sentences both on their
	agreement.	agreement.	- I III I II	- I II I I I	sentences both on their	own and in a wider
	To expand on existing	To expand on existing	To build on existing	To build on existing	own and in a wider	narrative context.
	knowledge of Latin	knowledge of Latin	grammatical knowledge by introducing relative clauses	grammatical knowledge by introducing relative clauses	narrative context.	Have a understanding of
	derivatives.	derivatives.	in Latin, using this to	in Latin, using this to	Have a understanding of	how to recognise patterns
			reinforce understanding of	reinforce understanding of	how to recognise patterns	and systems in Latin that
	Expand on tense knowledge	Expand on tense knowledge	English relative clauses.	English relative clauses.	and systems in Latin that	will aid in the learning of
	with the perfect, the	with the perfect, the	Build on existing knowledge	Build on existing knowledge	will aid in the learning of	modern languages at
	equivalent of the present	equivalent of the present	of English pronouns as used	of English pronouns as used	modern languages at	secondary school.
	perfect or past simple.	perfect or past simple.	in Latin verb translation,	in Latin verb translation,	secondary school.	Prepare for secondary
			establishing they have	establishing they have	Prepare for secondary	education with a grounding
	Progression through a	Progression through a	precise equivalents in the	precise equivalents in the	education with a	in the roots of technical,
	series of language- based games and dramatisations.	series of language- based games and dramatisations.	Latin language.	Latin language.	grounding in the roots of	mathematical and legal
	games and urdinatisations.	games and undiridusations.			technical, mathematical	English in the Latin

Skills	Study and create a timeline of rhetoricians in the ancient world.	Study and create a timeline of rhetoricians in the ancient world. PSHE –	Situate mathematical concepts in a deeper historical context. Build on knowledge of Roman academia established through studying rhetoricians.	Situate 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. PSHE –	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. PSHE –
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	Know how to set goals	•Know that there are	•Know their own learning	Know how to take	Know that it is	• Know how girls' and
	for the year ahead	different perceptions of	strengths	responsibility for their	important to take care	boys' bodies change
	• Understand what fears	'being normal' and	•Know how to set realistic	own health	of their	during puberty and
	and worries are	where these might come	and challenging	 Know how to make 	own mental health	understand the
	 Know about children's 	from	goals	choices that benefit their	 Know ways that they 	importance of looking
	universal rights (United	 Know that being 	 Know what the learning 	own health and well-	can take care of their	after themselves
	Nations Convention on	different could affect	steps are they need to	being	own mental health	physically and
	the Rights of the Child)	someone's life	take to achieve their goal	 Know about different 	 Know the stages of 	emotionally
	Know about the lives	Know that power can	•Know a variety of	types of drugs and their	grief and that there are	 Know how a baby
	of children in other parts	play a part in a bullying	problems that the world	Uses	different types of loss	develops from
	of the world	or conflict situation	is facing	Know how these	that cause people to	conception
	Know that personal	Know that people can	•Know how to work with	different types of drugs	grieve	through the nine months
	choices can affect others	hold power over others	other people to make	can affect people's	Know that sometimes	of pregnancy and how it
	locally and globally Understand that their 	individually or in a group • Know why some	the world a better placeKnow some ways in	bodies, especially their liver and heart	people can try to gain power or control them	is born • Know how being
	own choices result in	people choose to bully	which they could work	Know that some	Know some of the	physically attracted to
	different consequences	others	with others to make the	people can be exploited	dangers of being	someone changes the
	and rewards	Know that people with	world a better place	and made to do things	'online'	nature of the relationship
	Understand how	disabilities can lead	•Know what their	that are against the law	Know how to use	Know the importance
	democracy and having a	amazing lives	classmates like and	• Know why some	technology safely and	of self-esteem and what
	voice benefits the school	Know that difference	admire about them	people join gangs and	positively to	they can do to develop it
	community	can be a source of		the risk that this can	communicate with	 Know what they are
	Understand how to	celebration as well as	Social and Emotional skills	involve	their friends and family	looking forward to and
	contribute towards the	conflict	 Understand why it is 	 Know what it means to 		what they are worried
	democratic process		important to stretch the	be emotionally well	Social and Emotional	about when thinking
		Social and Emotional	boundaries of their	Know that stress can	skills	about transition to
	Social and Emotional	skills	current learning	be triggered by a range	Recognise that people	secondary school /
	skills	• Empathise with people	• Set success criteria so	of things	can get problems with	moving to their next class
	L	who are different and be	that they know when		their mental health and	

• Be able to make others	aware of their own	they have achieved their	 Know that being 	that it is nothing to be	Social and Emotional skills
feel welcomed and	feelings towards them	goal	stressed can cause drug	ashamed of	 Recognise ways they
valued	 Identify feelings 	 Recognise the emotions 	and alcohol misuse	 Can help themselves 	can develop their own
 Know own wants and 	associated with being	they experience		and others when	self-esteem
needs	excluded	when they consider	Social and Emotional	worried about a mental	 Can express how they
 Be able to compare 	 Be able to recognise 	people in the world	skills	health problem	feel about the changes
their life with the lives of	when someone is	who are suffering or living	Are motivated to care for	 Recognise when they 	that will happen to them
those less fortunate	exerting power	in difficult	their own physical	are feeling grief and	during puberty
• Demonstrate empathy	negatively in a	circumstances	and emotional health	have strategies to	 Recognise how they
and understanding	relationship	 Empathise with people 	 Are motivated to find 	manage them	feel when they reflect on
towards others	 Use a range of 	who are suffering or	ways to be happy and	 Demonstrate ways 	the development and
 Can demonstrate 	strategies when involved	living in difficult situations	cope with life's situations	they could stand up for	birth of a baby
attributes of a positive	in a bullying situation or	 Be able to give praise 	without using drugs	themselves and their	 Understand that
role-model	in situations where	and compliments	 Identify ways that 	friends in situations	mutual respect is
• Can take positive	difference is a source of	to other people when	someone who is being	where others are trying	essential
action to help others	conflict	they recognise that	exploited could help	to gain power or	in a boyfriend / girlfriend
• Be able to contribute	 Identify different 	person's achievements	themselves	control	relationship and
towards a group task	feelings of the bully,		 Suggest strategies 	 Can resist pressure to 	that they shouldn't feel
 Know what effective 	bullied and bystanders in		someone could use to	do something online	pressured into doing
group work is	a bullying scenario		avoid being pressured	that might hurt	something that they
Know how to regulate	 Be able to vocalise 		 Recognise that people 	themselves or others	don't want to
emotions	their thoughts and		have different attitudes	 Can take 	 Can celebrate what
	feelings about prejudice		towards mental health /	responsibility for their	they like about their own
	and discrimination and		illness	own safety and well-	and others' self- image
	why it happens		 Can use different 	being	and body-image
	 Appreciate people for 		strategies to manage		 Use strategies to
	who they are		stress and pressure		prepare themselves
	Show empathy				emotionally for the
					transition (changes) to
					secondary school