



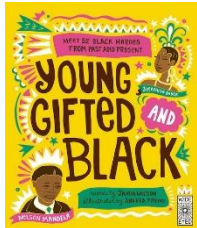
Guilden Sutton Church of England Primary School

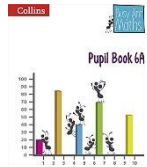
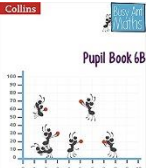



Love and Justice for All






Year 6 Curriculum Progression Map

Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>Goodnight Mr Tom Michelle Magorian</p>  <p>Private Peaceful Michael Morpurgo – audio book</p> 	<p>Star of Fear, Star of Hope Jo Hoestlandt</p>  <p>Carrie's War Nina Bawden – audio book</p> 	<p>Kensuke's Kingdom Michael Morpurgo</p>  <p>Greta's Story Greta Thunberg</p>  <p>Of Thee I Sing Barack Obama</p>  <p>Young, Black and Gifted</p>	<p>Plastic Planet Georgia Amson-Bradshaw</p>  <p>World Book Day</p>	<p>100 Great Reads</p> 	


			<p>Jamia Wilson</p> 	
Genres	<ul style="list-style-type: none"> • Descriptive text • Poetry • Short story • Persuasive letter • Letter home from the trenches • Diary extract • Advert – Wanted Poster • Playscript • Narrative • Biography • Explanation text • Recount • Film review 	<ul style="list-style-type: none"> • Debate • Balanced argument • Article, • Wikipedia entry • Book blurb • Instructions • Descriptive text • Narrative, • Report • Diary • Poetry • Explanation • Newspaper report 	<ul style="list-style-type: none"> • Postcard • Notices and sign • Non-chronological report • Travel Brochure • Café Project – business plan • Leaflet 	
SPaG	<ul style="list-style-type: none"> • Use a dictionary to check the meanings of words • Use a thesaurus • Punctuate direct and indirect speech • Use and identify active and passive verbs • Use and identify relative clauses • Use and identify modal verbs • Use and identify expanded noun phrases • Use and identify antonyms (opposites) • Use and identify synonyms (words with a similar meaning) • Punctuate bullet points 	<ul style="list-style-type: none"> • Use and identify the perfect form of verbs • Use brackets, dashes and commas for parenthesis • Use semicolons, colons and dashes as boundaries between independent clauses • Use a colon to introduce a list • Identify the subjunctive form (subjunctive mood) • Use and identify the present progressive 	<ul style="list-style-type: none"> • Revision of all SPaG features 	
Spelling	<ul style="list-style-type: none"> • ough • able/ible • fer • i before e 	<ul style="list-style-type: none"> • tion/sion/cian • mis/dis • cial/tial • ant/ance/ancy 	<ul style="list-style-type: none"> • Homophones – eg cereal/serial • Prefixes – un/mis/re/auto • Year 5 & 6 statutory word list • Revision of all spelling patterns 	

	<ul style="list-style-type: none"> • Silent letters • Contractions • Plurals • Prefix – un/im/in • ous/cious • Homophones • Year 5 & 6 statutory word list • Common errors from writing 	<ul style="list-style-type: none"> • ence/ency • Hyphens to join prefix to root word • Suffix ly/ful • Year 5 & 6 statutory word list • Common errors from writing 	<ul style="list-style-type: none"> • Common errors in writing
<p>Maths</p>   	<p style="text-align: center;">Busy Ant Maths</p> <p>Unit 1</p> <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Properties of Shape <p>Unit 2</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Position and Direction <p>Unit 3</p> <ul style="list-style-type: none"> • Addition and Subtraction • Decimals • Measurement (length) <p>Unit 4</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions (including decimals and percentages) • Measurement – Time 	<p style="text-align: center;">Busy Ant Maths</p> <p>Unit 5</p> <ul style="list-style-type: none"> • Addition, Subtraction, Multiplication and Division including Number and Place Value • Algebra • Properties of shape <p>Unit 6</p> <ul style="list-style-type: none"> • Multiplication and Division • Multiplication and Division including Decimals • Measurement (mass) <p>Unit 7</p> <ul style="list-style-type: none"> • Fractions • Ratio and Proportion • Statistics <p>Unit 8</p> <ul style="list-style-type: none"> • Multiplication and Division • Multiplication and division including Decimals • Measurement (perimeter and area) 	<p style="text-align: center;">Busy Ant Maths</p> <p>Unit 9</p> <ul style="list-style-type: none"> • Addition and Subtraction, Multiplication and Division • Algebra • Geometry – Properties of Shape <p>Unit 10</p> <ul style="list-style-type: none"> • Multiplication and Division (including Decimals) • Fractions • Measurement (volume and capacity) <p>Unit 11</p> <ul style="list-style-type: none"> • Addition, Subtraction, Multiplication and Division • Ratio and Proportion • Position and Direction <p>Unit 12</p> <ul style="list-style-type: none"> • Multiplication and Division (including Decimals) • Fractions (including decimals and percentages) • Statistics
<u>Busy Ant Maths Year 6 Medium Term Plan</u>			
<p>Cross-curricular Mathematics</p>	<p>Measure out Anderson Shelters- scale Timeline Tallying Build Anderson Shelters Children in Need- business plan – pricing and profit, change when handling money</p>	<p>Coordinates Grid references  Collecting data Graphs</p>	<p>Graphs- temperature and rainfall  Time zones Price and plan holiday- flight times, currency, dates Café Project – scaled drawings with seating plan,</p>

					pricing a menu, hourly rates of wages for different age groups, working hours	
<p>Science</p> 	<p>Living Things and their Habitats</p> <p><i>Line of scientific enquiry:</i> <i>Pattern seeking</i> <i>Identifying and classifying</i> <i>Research</i></p> <ul style="list-style-type: none"> Classify into three broad groups Understand the eight levels of classification and at each level the number of living things in a group gets smaller group Explain what a taxonomist is Classify further into vertebrates and invertebrates and identify characteristics  Use classification keys to identify animals and plants in their immediate environments. 	<p>Animals including Humans</p> <p><i>Line of scientific enquiry:</i> <i>Pattern seeking</i> <i>Identifying and classifying</i> <i>Research</i></p> <ul style="list-style-type: none"> Identify and name the main features of the human circulatory system describe the function of the heart, blood vessels and blood Understand how the exchange of gases occurs in the alveoli in the lungs Understand how nutrients and water are absorbed into the small intestine Be able to explain the positive impact of regular exercise on the human body  	<p>Micro organisms</p> <p><i>Line of scientific enquiry:</i> <i>Observation over time</i> <i>Fair testing</i> <i>Pattern seeking</i> <i>Identifying and classifying</i> <i>Research</i></p> <ul style="list-style-type: none"> Understand that microorganisms are made up of viruses, bacteria, moulds and yeast; and that sometimes dust mite and phytoplankton are also microorganisms Understand that they cannot be seen with the naked eye and live in the air, in and on our bodies, on objects around us and in water List the helpful and harmful microbes <p>Edward Jenner – vaccination for smallpox</p>	<p>Evolution and Inheritance</p> <p><i>Line of scientific enquiry:</i> <i>Research</i> <i>Pattern seeking</i></p> <ul style="list-style-type: none"> Explain that evolution is a gradual process and where different kinds of living organisms have developed from earlier forms of millions of years Understand that fossils are remains that help scientists with identification  Explain that animals and plants produce offspring which is similar but not identical to them Explain that there is variation between parents and their offspring 	<p>Electricity</p> <p><i>Line of scientific enquiry:</i> <i>Fair testing</i> <i>Pattern seeking</i></p> <ul style="list-style-type: none"> Understand the workings of a series circuit and what happens when the circuit is broken Explain why the brightness of a bulb becomes dimmer if more batteries are added Be able to recognise and draw the components of a circuit Understand what will make a bulb brighter/dimmer and a buzzer louder/quieter Be able to explain the key vocabulary related to electricity <p>Michael Faraday – produce an electric current</p>	<p>Light</p> <p><i>Line of scientific enquiry:</i> <i>Pattern seeking</i></p> <ul style="list-style-type: none"> Understand what light is, the way it travels in straight lines and how we use it to be able to see objects Explain the law of reflection and the angle of incidence and refraction Explain how shadows are formed and how they can be elongated and or shortened  Be able to explain the vocabulary related to the topic of light <p>Humphry Davy – invented the miner’s safety lamp</p> <p>Light – Year 3</p>

	<p>Carl Linnaeus – taxonomy/naming organisms</p> <p>Living Things and their Habitats – Year 4</p>	<ul style="list-style-type: none"> Understand that drugs, alcohol and tobacco have negative effects on the body. <p>William Harvey – circulation of blood/Galen – arteries carry blood</p> <p>Animals including Humans - all previous years</p>		<p>and within a species as well</p> <ul style="list-style-type: none"> Understand that adaptive traits are characteristics that are influenced by the environment such as climate and food; and that inherited traits are from parents Explain what is a good habitat and list the different environments around the world Explain how living things adapt to their environment <p>Charles Darwin – theory of natural selection</p>	<p>Electricity – Year 4</p>	
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<p>Working Scientifically</p> 	<ul style="list-style-type: none"> Plan different kinds of fair experiments Recognise why controlling variables is important and explain how to do this Take accurate measurements using scientific equipment Take repeated measurements when appropriate Draw conclusions from results and describe causal relationships in these Present findings in a written report with an introduction, conclusion and results Present findings in an oral presentation Identify scientific evidence that has been used to support or refute ideas or arguments <p>Record data using:</p> <ul style="list-style-type: none"> Labelled scientific diagrams Classification keys Tables
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	<ul style="list-style-type: none"> Bar charts 		
Geography		<p>My World</p> <ul style="list-style-type: none"> Explain the causes of climate change and the impact of these Outline how climate change can be prevented Be able to list the different climate zones and biomes around the World Understand the importance of the Paris Agreement and ‘Fridays for Future’ (School Strikes – Greta Thunberg) Malala Y5 Write a case study on the Australian bushfires and on Reykjavik, Iceland as a Sustainable City Discuss the impact of some key people who have played a major role in helping prevent climate change Be able to explain and use key vocabulary related to this topic <p>COP ∞ – Global Warming</p> <p>Visit to Chester Zoo.</p>	<p>Mapping skills</p> <ul style="list-style-type: none"> Draw a map of the World with no resources and label the 7 continents, 5 oceans, some of the major seas, equator, hemispheres and tropics Using an atlas, identify the lines of longitude and latitude, and understand their purpose Look at Ordnance Survey Maps, including some of the local area.  Discuss: scale, direction, symbols, grids, contour lines. Understand how different scaled maps are used for different activities Read and use 4 and 6 figure grid references to locate places on a map Draw own maps on a grid. Label grids, and using symbols, create map of own choice. Write some questions on finding and using grid references, direction, scale and contours <p>South America</p> <ul style="list-style-type: none"> Location – where is South America in the World Name the 13 countries that make up South America and the position of these Name the capital cities for the 13 countries Understand what the physical and human features of a country are Using the physical and human geographical features, carry out an in-depth study of one of the countries within South America. Include – maps,

					diagrams, graphs, tables, pictures and written explanations	
History	World War 1 and 2 <ul style="list-style-type: none"> • Causes – why did WW2 begin and when • Allies v Axis and their Leaders • Time line of the major events and their impact • Why did the Blitz occur and where/ why were other cities targeted? • What was happening on the Home Front • What was the impact of war on children? • What was the impact of war on the role of women? • What is propaganda and give some examples that were used • Understand and explain the vocabulary that is used for this topic <p>Remembrance Service</p> <p>Visit to Grosvenor and Military Museums Workshop on the Blitz – Alan Robinson</p>					
Religious Education	Christian Community <ul style="list-style-type: none"> • Understand what a value is • Understand what the value of love is • Demonstrate how we show love in school, at home and in the community • Discuss and demonstrate how Christians 	Humanism <ul style="list-style-type: none"> • Understand the belief that human beings are special and that human life is valuable • Understand that there is the absence of belief in God • Discuss how humans can find their own happiness 	Creation <ul style="list-style-type: none"> • Understand that Christians believe that God created the World • Compare and contrast different theories to the beginning of the World • Compare and contrast the different poetic language in the Genesis accounts of creation 	Salvation <ul style="list-style-type: none"> • Recognise that Christians understand that they have been rescued by God • Compare and contrast the key features in different types of churches: a cathedral and a non-conformist church 	Hinduism <ul style="list-style-type: none"> • Understand why Hindus celebrate Diwali • Explain what can be learnt from the story of Rama and Sita • Understand that Hindus believe in one God called Brahman, the supreme spirit who is in everything and 	Islam <ul style="list-style-type: none"> • Discuss what is already known about Islam • Explain what Ramadan is • Explain hoe Eid is celebrated • Understand what Halal is • Explain how Muslim family life show their belief in the Qur’an

	<p>show love for God</p> <ul style="list-style-type: none"> Recall two previous greatest commandments Illustrate what the World might be like if everyone lived with no anger or killing How might this possible? Debate whether Sundays should be kept as special days to honour God <p>Year 1 and Year 5 – Christian Community</p>	<ul style="list-style-type: none"> Illustrate the Golden Rule that humanists follow Recognise the Happy Human as a symbol of Humanism Recognise that Humanists mark key moments in life Understand that there is an absence of good or persuasive evidence for an afterlife Understand that Humanism is a philosophy Recognise that Humanism exists around the World Understand the Humanist values and be able to discuss these <p>Humanism Visitor</p>	<ul style="list-style-type: none"> Show understanding why many Christians find science and faith go together <p>Interfaith Week</p> <p>Year 2 and Year 4 – Creation</p>	<ul style="list-style-type: none"> Reflect on their visit to St John’s and use information to help them to build up a picture of some of the beliefs and practices in Christianity <p>Visit to St John’s</p> <p>Year 1, Year 3 and Year 4 – Salvation</p>	<p>from who all life flows</p> <ul style="list-style-type: none"> Understand that all Hindus have their own ideas about God Reflect on the idea of good and evil <p>Hinduism workshop</p> <p>Year 5 – Hinduism</p>	<ul style="list-style-type: none"> Explain how modern Muslims follow their faith today Discuss how we can tackle Islamophobia Discuss whether the media show Islam in a balanced way Discuss how Mo Salah shows his belief in his actions <p>Hospitability- Faith Rooms</p> <p>Year 1 and Year 3 – Islam</p>
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Year 6 RE Medium Term Plans

<p>Physical Education</p> 	<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations 	<p>Gymnastics</p> <ul style="list-style-type: none"> Improve the quality of transfer from one move to another Feedback on how performances can be improved or adapted Use contrasting actions, shapes, balances and dynamics in routines 	<p>Athletics</p> <ul style="list-style-type: none"> Pace for longer distance runs Understand and perform triple jump Be able to hurdle Develop power when throwing a javelin <p>Striking and fielding games</p>
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Aims and objectives for the end of KS2

Invasion games

- Perform different passing techniques
- Progressive play
- Understand the impact possession has on a game
- Develop self-led warm-ups
- Understanding and implementing rules
- Marking

Strength and Fitness

- Muscular system
- Skeletal system
- How to improve strength and endurance
- Isometric and plyometric exercises
- Body tension and control
- Flexion and extension of different muscles

Net games

- Using tactics against an opponent
- Use forehand, backhand, serve and volley in competitive situations

Dance

Country Dancing

- Line Dancing
- Grape vine
- Pairs

Musical Theatre (based on Stage 2 of Musical Theatre and Grade 3 Theatre Craft)

- Off balance holds
- Rhythm work
- Group patterns, cannon/unison etc

Rock 'n' Roll

- Ponies
- Lifts
- Turns

Zumba



- Pop
- Flamenco
- Bhangra



- Tactical awareness
- Improve consistency in catching
- Link skills to competitive situations


Min-y-don (**Outdoor and Adventurous activities**)




Key Vocabulary

	Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, possession, space, body tension, pace, sequence, marking, control, endurance, canon, unison, individual flair and style, transitions between movements		
Art	<p>Focus artist: Henry Moore</p> <p>Focus skills: Sculpture and Sketching</p> <ul style="list-style-type: none"> • Research Henry Moore - Who was he? How do his sculptures and sketches relate to WW2? • Research abstract and semi-abstract pieces like Moore's and discuss their symbolism and meaning • Develop and imaginatively extend ideas from starting points • Annotate sketches to explain and elaborate ideas with confidence • Create original pieces that show a range of influences and styles 	<p>Focus artist: Jill Pelto </p> <p>Focus skill: Collage / Painting</p> <ul style="list-style-type: none"> • Discuss key questions - How does she communicate science (climate change) through art? Which key topics of climate change (positive and negative) does she illustrate through her work? • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines – drawing on previous learned techniques to paint with confidence • Cut shapes with confidence • Annotate sketchbooks to show thought process, reasons for choices and links to other subjects (climate change) 	<p>Focus artist: Child-led research</p> <p>Focus skill: Mixed Media Carnival Masks</p> <ul style="list-style-type: none"> • Research South American masks – focus on chosen countries, and find artist's depictions of masks • Talk about work from other cultures with confidence • Collect ideas, information, sketches and resources, and present these in my sketchbook
Design Technology	<p>3D- models related to War topic – Structure</p> <ul style="list-style-type: none"> • Can I design and build a replica 3D model using the historical knowledge I have learnt? • Can I select the appropriate materials for my lifelike model? • Can I safely use cutting tools and cohesive devices when building my model? • Can I explain why I used the materials that I have chosen? • Can I think about the scale of the different features when planning my design? <p></p> <p>Designer: Sir Jonathan Ive</p>	<p>Vegetable dishes – Food</p> <ul style="list-style-type: none"> • Can I make a vegetable soup that is nutritious and tasty? • Can I design and develop a product to meet a design brief? • Can I select the appropriate equipment and use this carefully? • Can I explain why I used the vegetables that I have chosen? • Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>COP ∞ – Sustainability</p> <p>Chef: Nadiya Hussain</p>	<p>Electricity game – Electronics</p> <ul style="list-style-type: none"> • Can I research current electrical games? • Can I make links to science circuits learning? • Can I make an electronic circuit to use in my game? • Can I design and develop a product to meet a design brief? • Can I evaluate my design against the design criteria? <p>Designer: Caroline Haslett</p>
<p>Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, model, scale, size, nutritious, recipe, vegetarian, electronic, circuit, logo, theme, brand, current, battery, buzzer, switch, voltage, conductor</p>			

<p>Music</p> 	<p>Charanga</p> <ul style="list-style-type: none"> • Happy • Pop/Neo Soul • Being happy! <p>Key vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Classroom Jazz 2 • Bacharach and Blues • Jazz, improvisation and composition <p>Key vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • A New Year Carol • Classical or Urban Gospel • Benjamin Britten’s music and cover versions <p>Key vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • You’ve Got a Friend • 70s Ballard/Pop • The music of Carole King <p>Key vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Music and Me • Create your own music inspired by your identity and women in the music industry <p>Key vocabulary: Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Reflect, Rewind and Replay • Classical <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>
<u>Music Year 6 – Knowledge and Skills</u>						
<p>Computing</p> 	<p>Online safety</p> <ul style="list-style-type: none"> • To know that a ‘digital footprint’ means the information that exists on the internet as a result of a person’s online activity. • To know what steps are required to capture bullying content as evidence. • To understand that it is important to manage personal passwords effectively. • To understand what it means to have a positive online reputation. • To know some common online scams. <p>Computer systems and networks – Bletchley Park</p>		<p>Data Handling – Big data 1</p> <ul style="list-style-type: none"> • To know that data contained within barcodes and QR codes can be used by computers. • To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. • To know that data is often encrypted so that even if it is stolen it is not useful to the thief. <p>Creating media – History of computers</p> <ul style="list-style-type: none"> • To understand how computers have changed and the impact this has had on the modern world 		<p>Programming – Intro to Python</p> <ul style="list-style-type: none"> • To know that there are text-based programming languages such as Logo and Python. • To know that nested loops are loops inside of loops. 	

	<ul style="list-style-type: none"> To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2 	<ul style="list-style-type: none"> To research one of the computers that changed the world and present information about it to the class To design a computer of the future <p>Safer Internet Day</p>				
<p><u>Computing Key Vocabulary</u></p> <p>Online safety - anonymity, antivirus, biometrics, block and report, digital personality, financial information, malware, personality, phishing, reliable source, reputation, scammers, screengrab, software updates, two factor authentication</p> <p>Computer systems and networks – Bletchley Park - acrostic code, brute force hacking, caesar cipher, chip and pin system, cipher, combination, contribute, convince, date shift cipher, hero, Nth Letter Cipher, Pig Latin, Pigpen cipher, present, scrambled, secret, technological advancement, trial and error</p> <p>Data Handling – Big data 1 - barcode, brand, chips, commuter, contactless, encrypted, infrared, MagicBand, proximity, QR scanner, RFID, systems/data analyst, transmission</p> <p>Creating media – History of computers - background noise, FX, gigabyte, hardware, kilobytes, megabyte, memory storage, overlay, processor, radio play, Raspberry Pi, reverb, sound, terrabytes, touch screen, track, trackpad</p> <p>Programming – Intro to Python - indentation, random, remix, shape</p>						
<p>French</p> 	<p>Revisions: Greetings ways around the world, numbers up to 100, colours (song/video: by learn French through music), days of the week (song/nath), the months, Flashcards vocabulary of last years, L'alphabet, songs... Cahier de français. Actions Classroom instructions</p>	<p>Culture: 11 Nov/ Recall vocabulary from previous years + Word search to extend vocabulary.</p> <p>This is France/ Localise France. French spoken in the world. Countries and nationalities colour flags</p> <p>Decrire visage.</p> <p>House objects/ furnitures Les objets de la maison/meubles +</p>	<p>Happy new year/ Bonne année</p> <p>Song/Chanson: Vent frais....</p> <p>Places in town/ Directions + nord. Sud etc... + rhyme/Comptine: quel temps fait-il?</p> <p>Culture/ 2 Feb: la chandeleur (Candlemas)/ Crêpes/pancakes...</p> <p>St Valentin: Je t'aime, j'adore, je n'aime</p>	<p>Culture/1 Mar: Mardi gras (Shrove Tuesday) Carnival, Crêpes...</p> <p>Culture/Fête des mères (Mother day/ different date in France: 29th May)/ Revise family.</p> <p>Culture: Easter vocabulary</p> <p>Tell the time/Quelle heure est-il?</p> <p>Numbers up to 500</p>	<p>Culture/ 1 Mai: Fête du travail (Muguet) life cycle of a plant.</p> <p>Culture/ 8 Mai: Victoire de 1945 Recall previous work in the French notebooks.</p> <p>School subjects/timetable</p> <p>Transports, je vais à l'école...j'irai au collège... Jobs</p>	<p>Culture/ 19 june: Fête des pères (Father's day)</p> <p>Culture/ 21 Juin: Fête de la musique (recall all songs), Plus learn more instruments.</p> <p>Initiation to Spanish</p> <p>Initiation to Italian</p> <p>Culture/ Bastille day - 14 Juillet</p>

	<p>Song/Chanson: Bonjour, comment ça va ? (Video Learn French Lab)</p> <p>Culture: Halloween /All saints /Toussaint around the world (ex: dia de los Muertos...Slideshow) Recall Vocabulary. Recall songs from previous years.</p>	<p>prépositions (Dans, sur etc...)</p> <p>Christmas vocabulary & song/Chanson: Mon beau sapin + Recall previous Xmas song</p> <p>Merry Christmas/Joyeux Noël Xmas food</p>	<p>pas...je déteste.... C'est super, magnifique, fantastique, génial...</p> <p>Hobbies</p> <p>Multiples of 10 :10-100</p>	<p>Les verbes et les questions</p>	<p>Numbers up to 1000.</p> <p>Grammar: Verbe etre: je suis.... Elle est, il est.... Adjectives</p>	
<p>Happy birthday /Joyeux anniversaire Song/Chanson: Quel âge as-tu? J'ai.... Ans. Happy holidays / Bonnes vacances Various Grammar points: Masculine/feminine words, Plural, adjectives, Phonics: ou/oi/on etc... Accents in French (learn French with Alexa part 1/ part 2), La cédille, Formal and informal, learning how to ask questions... Use of bilingual dictionary.</p>						
<p>PSHE/Sex and Relationships/Safeguarding</p> 	<p>Me and My Relationships Solve the Friendship Problem</p> <ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach <p>Assertiveness</p>	<p>Valuing Difference Advertising Friendship</p> <ul style="list-style-type: none"> Explain the difference between a friend and an acquaintance Describe qualities of a strong, positive friendship Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) 	<p>Keeping Myself Safe Traffic Lights</p> <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online Describe safe behaviours when using communication technology <p>To share or not to share?</p> <ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children 	<p>Rights and Responsibilities Facebook Friends</p> <ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account Understand why people don't tell the truth and often post only the good bits about themselves, online Recognise that people's lives 	<p>Being My Best What's the Risk (2)</p> <ul style="list-style-type: none"> Recognise what risk is Explain how a risk can be reduced Understand risks related to growing up and explain the need to be aware of these Assess a risk to help keep themselves safe 	<p>Growing and Changing I look great!</p> <ul style="list-style-type: none"> Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their looks

	<ul style="list-style-type: none"> List some assertive behaviours Recognise peer influence and pressure Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure <p>Don't Force Me</p> <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree Understand that everyone has the right to be free to choose who and whether to marry <p>Acting Appropriately</p> <ul style="list-style-type: none"> Recognise that some types of physical contact 	<p>Ok to be Different</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Suggest strategies for dealing with bullying, as a bystander Describe positive attributes of their peers <p>Respecting Difference</p> <ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication <p>Crucial Crew Children in Need</p>	<p>under 18 years old</p> <ul style="list-style-type: none"> Explore the risks of sharing photos and films of themselves with other people directly or online Know how to keep their information private online <p>Joe's Story (part 2)</p> <ul style="list-style-type: none"> Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together <p>Bikeability</p> <p>Sport Relief/ Red Nose Day</p>	<p>are much more balanced in real life, with positives and negatives</p>	<p>Visit to Primrose Wood, Kelsall (building shelters)</p>	<p>Media Manipulation</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people <p>Is this normal?</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it Suggest strategies that would help someone who felt challenged by the changes in puberty
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	<p>can produce strong negative feelings</p> <ul style="list-style-type: none">• Know that some inappropriate touch is also illegal <p>Health Week</p>					<ul style="list-style-type: none">• Understand what FGM is and that it is an illegal practice in this country• Know where someone could get support if they were concerned about their own or another person's safety <p>Making babies</p> <ul style="list-style-type: none">• Identify the changes that happen through puberty to allow sexual reproduction to occur• Know a variety of ways in which the sperm can fertilise the egg to create a baby• Know the legal age of consent and what it means <p>What is HIV?</p> <ul style="list-style-type: none">• Explain how HIV affects the body's immune system
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						<ul style="list-style-type: none">• Understand that HIV is difficult to transmit• Know how a person can protect themselves from HIV
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