

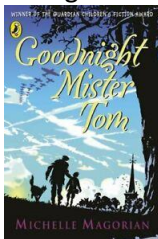
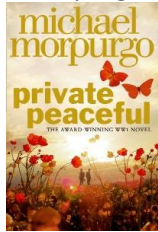
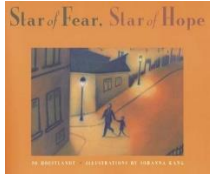

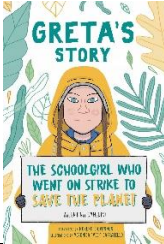
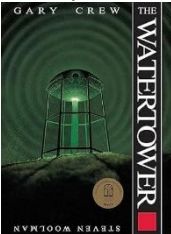
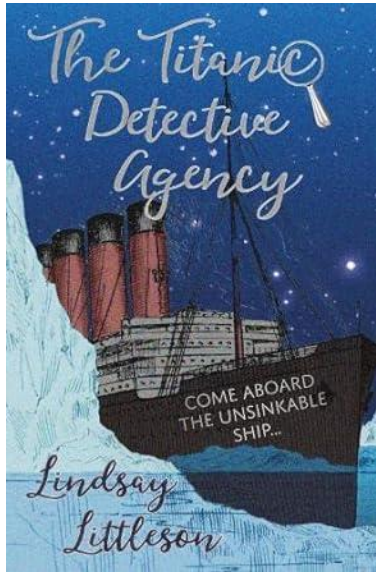


# Guilden Sutton Church of England Primary School

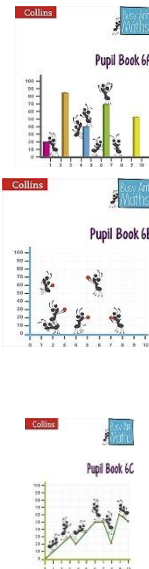
*Love and Justice for All*




## *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><b>Goodnight Mr Tom</b> Michelle Magorian</p>  <p><b>Private Peaceful</b> Michael Morpurgo</p> 	<p><b>Star of Fear, Star of Hope</b> Jo Hoestlandt</p> 	<p><b>Kensuke's Kingdom</b> <b>Plastic Planet</b> Georgia Amson-Bradshaw</p>  <p><b>Greta's Story</b> Greta Thunberg</p> 	<p><b>The Watertower</b> Gary Crew</p> 	<p><b>The Titanic Detective Agency</b> Lindsay Littleson</p> 	
Focused genres	<ul style="list-style-type: none"> <li>• Short story</li> <li>• Biography</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - flashback</li> <li>• Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>• Information text</li> <li>• Persuasive speech</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative – fiction</li> <li>• Poetry (rhyming couplets)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative – short story</li> <li>• Non-chronological report</li> <li>• Newspaper report</li> <li>• Persuasive letter</li> <li>• Poetry (narrative poem)</li> </ul>	

		<ul style="list-style-type: none"><li>• <b>Poetry (repeating lines)</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Non-chronological report</b></li></ul>			
<b>Other genres</b>	<ul style="list-style-type: none"><li>• Diary entry</li></ul>	<ul style="list-style-type: none"><li>• Letter home from the trenches</li></ul>	<ul style="list-style-type: none"><li>• Descriptive setting</li></ul>	<ul style="list-style-type: none"><li>• Narrative – different viewpoint</li><li>• Diary entry</li></ul>	<ul style="list-style-type: none"><li>• Viewpoint writing</li><li>• Letter (fiction) from a character</li></ul>	
<b>SPaG</b>	<ul style="list-style-type: none"><li>• Use a dictionary to check the meanings of words</li><li>• Use a thesaurus</li><li>• Punctuate direct and indirect speech</li><li>• Use and identify active and passive verbs</li><li>• Use and identify relative clauses</li><li>• Use and identify modal verbs</li><li>• Use and identify expanded noun phrases</li><li>• Use and identify antonyms (opposites)</li><li>• Use and identify synonyms (words with a similar meaning)</li><li>• Punctuate bullet points</li></ul>		<ul style="list-style-type: none"><li>• Use and identify the perfect form of verbs</li><li>• Use brackets, dashes and commas for parenthesis</li><li>• Use semicolons, colons and dashes as boundaries between independent clauses</li><li>• Use a colon to introduce a list</li><li>• Identify the subjunctive form (subjunctive mood)</li><li>• Use and identify the present progressive</li></ul>		<ul style="list-style-type: none"><li>• Revision of all SPaG features</li></ul>	
<b>Spelling</b>	<b>Pathways to Spell</b>					
	<ul style="list-style-type: none"><li>• Word list – years 5 and 6</li><li>• Adding -ed, -ing, -er, -est, -en to words with more than one syllable (Y3/4)</li><li>• Adding suffixes beginning</li></ul>	<ul style="list-style-type: none"><li>• Word list – years 5 and 6</li><li>• Endings which sound like /ʃəs/ spelt -cious and -tious</li><li>• Use of the hyphen</li><li>• Homophones and other</li></ul>	<ul style="list-style-type: none"><li>• Word list – years 5 and 6</li><li>• Words with the /i:/ sound spelt ei after c</li><li>• Words with ‘silent’ letters (i.e. whose presence cannot be</li></ul>	<ul style="list-style-type: none"><li>• Word list – years 5 and 6</li><li>• Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</li><li>• Words ending in -able/-ably and -ible/-ibly</li><li>• Homophones and other words that are often confused</li><li>• Personal spelling log</li></ul>	<ul style="list-style-type: none"><li>• Word list – years 5 and 6</li><li>• Words ending in -ant, -ance/-ancy</li><li>• Words ending in -ent, -ence/-ency</li><li>• Use of the hyphen</li></ul>	<ul style="list-style-type: none"><li>• Word list – years 5 and 6</li><li>• Homophones and other words that are often confused</li></ul>

	<div>with vowel letters to words ending in -fer</div> <div><ul style="list-style-type: none"><li>Words containing the letter-string ough</li></ul></div>	<div>words that are often confused</div> <div><ul style="list-style-type: none"><li>Personal spelling log</li></ul></div>	<div>predicted from the pronunciation of the word)</div> <div>Contractions</div>		<div></div> <div><ul style="list-style-type: none"><li>Personal spelling log</li></ul></div>
<div>Maths</div> <div></div>	<div>Busy Ant Maths</div> <div><div>Unit 1</div><div><ul style="list-style-type: none"><li>Number and Place Value</li><li>Addition and Subtraction</li><li>Properties of Shape</li></ul></div><div>Unit 2</div><div><ul style="list-style-type: none"><li>Multiplication and Division</li><li>Fractions</li><li>Position and Direction</li></ul></div><div>Unit 3</div><div><ul style="list-style-type: none"><li>Addition and Subtraction</li><li>Decimals</li><li>Measurement (length)</li></ul></div><div>Unit 4</div><div><ul style="list-style-type: none"><li>Multiplication and Division</li><li>Fractions (including decimals and percentages)</li><li>Measurement – Time</li></ul></div></div>	<div>Busy Ant Maths</div> <div><div>Unit 5</div><div><ul style="list-style-type: none"><li>Addition, Subtraction, Multiplication and Division including Number and Place Value</li><li>Algebra</li><li>Properties of shape</li></ul></div><div>Unit 6</div><div><ul style="list-style-type: none"><li>Multiplication and Division</li><li>Multiplication and Division including Decimals</li><li>Measurement (mass)</li></ul></div><div>Unit 7</div><div><ul style="list-style-type: none"><li>Fractions</li><li>Ratio and Proportion</li><li>Statistics</li></ul></div><div>Unit 8</div><div><ul style="list-style-type: none"><li>Multiplication and Division</li><li>Multiplication and division including Decimals</li><li>Measurement (perimeter and area)</li></ul></div></div>	<div>Busy Ant Maths</div> <div><div>Unit 9</div><div><ul style="list-style-type: none"><li>Addition and Subtraction, Multiplication and Division</li><li>Algebra</li><li>Geometry – Properties of Shape</li></ul></div><div>Unit 10</div><div><ul style="list-style-type: none"><li>Multiplication and Division (including Decimals)</li><li>Fractions</li><li>Measurement (volume and capacity)</li></ul></div><div>Unit 11</div><div><ul style="list-style-type: none"><li>Addition, Subtraction, Multiplication and Division</li><li>Ratio and Proportion</li><li>Position and Direction</li></ul></div><div>Unit 12</div><div><ul style="list-style-type: none"><li>Multiplication and Division (including Decimals)</li><li>Fractions (including decimals and percentages)</li><li>Statistics</li></ul></div></div>		
<div>Key Vocabulary</div> <div>Number and place value: millions, ten millions</div> <div>Addition and subtraction: see previous years</div> <div>Multiplication and division: multi-digit numbers, long division</div>					

	<p><b>Fractions, decimals and percentages:</b> see previous years</p> <p><b>Ratio and proportion:</b> relative size, missing values, integer multiplication, percentages, scale factor, unequal sharing &amp; grouping</p> <p><b>Algebra:</b> formulae, linear number sequences, algebraically, equation, unknowns, combinations, variables</p> <p><b>Measurement:</b> conversion, miles, formulae, parallelograms, triangles, feet, cubic metre, cubic millimetre, cubic kilometre, gallons, stones, ounces</p> <p><b>Geometry:</b> radius, diameter, circumference, dimensions, four quadrants, co-ordinate planes</p> <p><b>Statistics:</b> pie chart, mean</p>					
	<u><a href="#">Busy Ant Maths Year 6 Medium Term Plan</a></u>					
Cross-curricular Mathematics	<p>Measure out Anderson Shelters-scale</p> <p>Timeline</p> <p>Tallying</p> <p>Build Anderson Shelters</p> <p>Children in Need- business plan – pricing and profit, change when handling money</p>		<p>Coordinates</p> <p>Grid references </p> <p>Collecting data</p> <p>Graphs</p>		<p>Graphs- temperature and rainfall </p> <p>Time zones</p> <p>Price and plan holiday- flight times, currency, dates</p> <p>Café Project – scaled drawings with seating plan, pricing a menu, hourly rates of wages for different age groups, working hours</p>	
Science	<p>Living Things and their Habitats</p> <p><i>Line of scientific enquiry:</i></p> <p><i>Pattern seeking</i></p> <p><i>Identifying and classifying</i></p> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>Classify into three broad groups</li> <li>Understand the eight levels of classification and at each level the number of living things in a group gets smaller group</li> </ul>	<p>Animals including Humans</p> <p><i>Line of scientific enquiry:</i></p> <p><i>Pattern seeking</i></p> <p><i>Identifying and classifying</i></p> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>Identify and name the main features of the human circulatory system</li> <li>describe the function of the heart, blood vessels and blood</li> </ul>	<p>Micro organisms</p> <p><i>Line of scientific enquiry:</i></p> <p><i>Observation over time</i></p> <p><i>Fair testing</i></p> <p><i>Pattern seeking</i></p> <p><i>Identifying and classifying</i></p> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>Understand that microorganisms are made up of viruses, bacteria, moulds and yeast; and that sometimes dust mite and phytoplankton</li> </ul>	<p>Evolution and Inheritance</p> <p><i>Line of scientific enquiry:</i></p> <p><i>Research</i></p> <p><i>Pattern seeking</i></p> <ul style="list-style-type: none"> <li>Explain that evolution is a gradual process and where different kinds of living organisms have developed from earlier forms of millions of years</li> <li>Understand that fossils are remains that help scientists with identification</li> <li>Explain that animals and plants produce offspring which is similar but not identical to them </li> <li>Explain that there is variation between parents and their offspring and within a species as well</li> <li>Understand that adaptive traits are characteristics that are influenced by the environment such as climate and food; and that inherited traits are from parents</li> </ul>	<p>Electricity</p> <p><i>Line of scientific enquiry:</i></p> <p><i>Fair testing</i></p> <p><i>Pattern seeking</i></p> <ul style="list-style-type: none"> <li>Understand the workings of a series circuit and what happens when the circuit is broken</li> <li>Explain why the brightness of a bulb becomes dimmer if more batteries are added</li> </ul>	<p>Light</p> <p><i>Line of scientific enquiry:</i></p> <p><i>Pattern seeking</i></p> <ul style="list-style-type: none"> <li>Understand what light is, the way it travels in straight lines and how we use it to be able to see objects</li> <li>Explain the law of reflection and the angle of incidence</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain what a taxonomist is </li> <li>• Classify further into vertebrates and invertebrates and identify characteristics</li> <li>• Use classification keys to identify animals and plants in their immediate environments</li> </ul> <p><b>Carl Linnaeus – taxonomy/naming organisms</b></p> <p><b>Living Things and their Habitats – Year 4</b></p>	<ul style="list-style-type: none"> <li>• Understand how the exchange of gases occurs in the alveoli in the lungs</li> <li>• Understand how nutrients and water are absorbed into the small intestine</li> <li>• Be able to explain the positive impact of regular exercise on the human body</li> <li>• Understand that drugs, alcohol and tobacco have negative effects on the body.</li> </ul> <p><b>William Harvey – circulation of blood/Galen – arteries carry blood</b></p> <p><b>Animals including Humans - all previous years</b></p>	<p>n are also microorganisms</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• List the helpful and harmful microbes </li> </ul> <p><b>Edward Jenner – vaccination for smallpox</b></p>	<ul style="list-style-type: none"> <li>• Explain what is a good habitat and list the different environments around the world </li> <li>• Explain how living things adapt to their environment </li> </ul> <p><b>Charles Darwin – theory of natural selection</b></p>	<ul style="list-style-type: none"> <li>• Be able to recognise and draw the components of a circuit</li> <li>• Understand what will make a bulb brighter/dimmer and a buzzer louder/quieter</li> <li>• Be able to explain the key vocabulary related to electricity</li> </ul> <p><b>Michael Faraday – produce an electric current</b></p> <p><b>Electricity – Year 4</b></p>	<p>and refraction</p> <ul style="list-style-type: none"> <li>• Explain how shadows are formed and how they can be elongated and or shortened</li> <li>• Be able to explain the vocabulary related to the topic of light</li> </ul> <p><b>Humphry Davy – invented the miner’s safety lamp</b></p> <p><b>Light – Year 3</b></p>
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	<p><b>Key Vocabulary</b></p> <p><b>Living Things in their Habitats</b> – characteristics, classify, taxonomist, key, vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers,</p> <p><b>Animals Including Humans</b> – heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle, pulmonary, alveoli, gas exchange, villi, nutrients, kidneys, liver, drug, alcohol</p> <p><b>Microorganisms</b> – bacteria, microorganism, microscope, microbes, species, penicillium, antibiotics, fungi, mould, virus, bacterium</p> <p><b>Evolution and Inheritance</b> - offspring, sexual reproduction, variations, characteristics, adapted, adaptation, adaptive traits, inherited traits, inheritance, species, evolve, evolution, environment, habitat, natural selection, fossil, preserved</p> <p><b>Electricity</b> –electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol, generate, renewable, non-renewable, circuit diagram, circuit symbol, voltage, current, amps, cell, resistance, electrons, series circuit</p> <p><b>Light</b> - straight lines, light rays, light source, reflection, incident ray, reflected ray, the law of reflection, refraction, visible spectrum, prism</p>		
<p><b>Working Scientifically</b></p> 	<ul style="list-style-type: none"> <li>• Plan different kinds of fair experiments</li> <li>• Recognise why controlling variables is important and explain how to do this</li> <li>• Take accurate measurements using scientific equipment</li> <li>• Take repeated measurements when appropriate</li> <li>• Draw conclusions from results and describe causal relationships in these</li> <li>• Present findings in a written report with an introduction, conclusion and results</li> <li>• Present findings in an oral presentation</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b>Record data using:</b></p> <ul style="list-style-type: none"> <li>• Labelled scientific diagrams</li> <li>• Classification keys</li> <li>• Tables</li> <li>• Bar charts</li> </ul>		
<p><b>Geography</b></p>		<p><b>My World</b></p> <ul style="list-style-type: none"> <li>• Explain the causes of climate change and the impact of these</li> <li>• Outline how climate change can be prevented</li> <li>• Be able to list the different climate zones and biomes around the World</li> <li>• Understand the importance of the Paris Agreement and ‘Fridays for Future’ (School Strikes – Greta Thunberg)</li> <li>• <b>Malala YS</b></li> <li>• Write a case study on the Australian bushfires and on Reykjavik, Iceland as a Sustainable City</li> <li>• Discuss the impact of some key people who have played a</li> </ul>	<p><b>Mapping skills</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Using an atlas, identify the lines of longitude and latitude, and understand their purpose</li> <li>• Look at Ordnance Survey Maps, including some of the local area.</li> </ul>  <p>Discuss: scale, direction,</p>


		<p>major role in helping prevent climate change</p> <ul style="list-style-type: none"> <li>• Be able to explain and use key vocabulary related to this topic</li> </ul> <p><b>COP ∞ – Global Warming</b></p> <p><b>Visit to Chester Zoo.</b></p>	<p>symbols, grids, contour lines. Understand how different scaled maps are used for different activities</p> <ul style="list-style-type: none"> <li>• Read and use 4 and 6 figure grid references to locate places on a map</li> <li>• 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</li> </ul> <p><b>South America</b></p> <ul style="list-style-type: none"> <li>• Location – where is South America in the World</li> <li>• Name the 13 countries that make up South America and the position of these</li> <li>• Name the capital cities for the 13 countries</li> <li>• Understand what the physical and human features of a country are</li> <li>• 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</li> <li>• Comparing Chester to Caracas (Venezuela)</li> </ul>
	<p><b><u>Key Vocabulary</u></b>  Longitude, latitude, hemisphere, compass points, ordnance survey, grid reference, scale, contour line, relief, continent, biome, climate change, carbon, fossil fuels, deforestation, greenhouse gasses, carbon footprint, climate zone, global warming.</p>		

History	<b>Britain at War.</b> <ul style="list-style-type: none"> <li>• The Battle of Hastings</li> <li>• The English Civil War</li> <li>• The Suffragette Movement</li> <li>• The causes and aftermath of WW1</li> <li>• Identifying trends and themes through these battles and wars</li> <li>• Causes – why did WW2 begin and when</li> <li>• Allies v Axis and their Leaders</li> <li>• Time line of the major events and their impact</li> <li>• Why did the Blitz occur and where/ why were other cities targeted?</li> <li>• What was happening on the Home Front</li> <li>• What was the impact of war on children?</li> <li>• What was the impact of war on the role of women?</li> <li>• What is propaganda and give some examples that were used</li> </ul> <p><i>Lead Remembrance Service &amp; Visit to Imperial War Museum</i></p>					
	<b>Key Vocabulary</b> <b>Specific-</b> treaty, tyrant, violated, seize, invasion, abort, conflict, fatality, holocaust, rationing, blitz, evacuate, allied forces, the blitz, propaganda, rationing, Bayeux Tapestry, Edward the Confessor, Normandy, Cavaliers, Roundheads, gunpowder, galleons, suffrage, Suffragist, Suffragette <b>General-</b> BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, biased, significance.					
Religious Education	Christian Community	Humanism	Creation	Salvation	Hinduism	Islam





	<ul style="list-style-type: none"> <li>• Understand what a value is</li> <li>• Understand what the value of love is</li> <li>• Demonstrate how we show love in school, at home and in the community</li> <li>• Discuss and demonstrate how Christians show love for God</li> <li>• Recall two previous greatest commandments</li> <li>• Illustrate what the World might be like if everyone lived with no anger or killing</li> <li>• How might this possible?</li> <li>• Debate whether Sundays should be kept as</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the belief that human beings are special and that human life is valuable</li> <li>• Understand that there is the absence of belief in God</li> <li>• Discuss how humans can find their own happiness</li> <li>• Illustrate the Golden Rule that humanists follow</li> <li>• Recognise the Happy Human as a symbol of Humanism</li> <li>• Recognise that Humanists mark key moments in life</li> <li>• Understand that there is an absence of good or persuasive</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that Christians believe that God created the World</li> <li>• Compare and contrast different theories to the beginning of the World</li> <li>• Compare and contrast the different poetic language in the Genesis accounts of creation</li> <li>• Show understanding why many Christians find science and faith go together</li> </ul> <p><b>Interfaith Week</b></p> <p><b>Year 2 and Year 4 – Creation</b></p>	<ul style="list-style-type: none"> <li>• Recognise that Christians understand that they have been rescued by God</li> <li>• Compare and contrast the key features in different types of churches: a cathedral and a non-conformist church</li> <li>• 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</li> </ul> <p><b>Visit to St John's</b></p> <p><b>Year 1, Year 3 and Year 4 – Salvation</b></p>	<ul style="list-style-type: none"> <li>• Understand why Hindus celebrate Diwali</li> <li>• Explain what can be learnt from the story of Rama and Sita</li> <li>• Understand that Hindus believe in one God called Brahman, the supreme spirit who is in everything and from who all life flows</li> <li>• Understand that all Hindus have their own ideas about God</li> <li>• Reflect on the idea of good and evil</li> </ul> <p><b>Hinduism workshop</b></p> <p><b>Year 5 – Hinduism</b></p>	<ul style="list-style-type: none"> <li>• Discuss what is already known about Islam</li> <li>• Explain what Ramadan is</li> <li>• Explain how Eid is celebrated</li> <li>• Understand what Halal is</li> <li>• Explain how Muslim family life show their belief in the Qur'an</li> <li>• Explain how modern Muslims follow their faith today</li> <li>• Discuss how we can tackle Islamophobia</li> <li>• Discuss whether the media show Islam in a balanced way</li> </ul>
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	<p>special days to honour God</p> <p><b>Year 1 and Year 5 – Christian Community</b></p>	<p>evidence for an afterlife</p> <ul style="list-style-type: none"><li>• Understand that Humanism is a philosophy</li><li>• Recognise that Humanism exists around the World</li><li>• Understand the Humanist values and be able to discuss these</li></ul> <p><b>Humanism Visitor</b></p>				<ul style="list-style-type: none"><li>• Discuss how Mo Salah shows his belief in his actions</li></ul> <p><b>Hospitality-Faith Rooms</b></p> <p><b>Year 1 and Year 3 – Islam</b></p>
<p><b>Key Vocabulary</b></p> <p><b>Christian Community</b> – marriage, covenant, value, Sabbath, honour, Christian, commandment.</p> <p><b>Humanism</b> – Humanist, Humanism, humanity, atheism, agnostic, science, evidence, evolution, golden rule, happy human, celebrant, curiosity, human rights, natural selection, the big bang, compassion, respect, dignity.</p> <p><b>Creation</b> – creation, evolution, big bang theory, origin, universe, metaphors, Venn diagram, Genesis, science.</p> <p><b>Salvation</b> – Salvation, baptistery, pulpit, chancel, nave, order of service, minister, Bishop, symbolism, vestements, salvation, forgiveness, sin, reconciliation.</p> <p><b>Hinduism</b> – Rama, Sita, Diwali, Avatar, Vishnu, Brahma, Brahman, Shiva, Trimurti.</p> <p><b>Islam</b> – Five Pillars, Qur’an, Ramadan, Eid, Halal, Madrasah, Ummah, Akhlaq, Islamophobia.</p>						
<p><b>Year 6 RE Medium Term Plans</b></p>						
<p><b>Physical Education</b></p> <p><b>CEPD</b></p> <p><i>Community &amp; Educational Physical Development</i></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"><li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• Use a range of strokes effectively</li><li>• Perform safe self-rescue in different water-based situations</li></ul> <p><i>Aims and objectives for the end of KS2</i></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• Improve the quality of transfer from one move to another</li><li>• Feedback on how performances can be improved or adapted</li><li>• Use contrasting actions, shapes, balances and dynamics in routines</li></ul> <p><b>Strength and Fitness</b></p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• Pace for longer distance runs</li><li>• Understand and perform triple jump</li><li>• Be able to hurdle</li><li>• Develop power when throwing a javelin</li></ul> <p><b>Striking and fielding games</b></p>			


	<p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• Perform different passing techniques</li> <li>• Progressive play</li> <li>• Understand the impact possession has on a game</li> <li>• Develop self-led warm-ups</li> <li>• Understanding and implementing rules</li> <li>• Marking</li> </ul>	<ul style="list-style-type: none"> <li>• Muscular system</li> <li>• Skeletal system</li> <li>• How to improve strength and endurance</li> <li>• Isometric and plyometric exercises</li> <li>• Body tension and control</li> <li>• Flexion and extension of different muscles</li> </ul> <p><b>Net games</b></p> <ul style="list-style-type: none"> <li>• Using tactics against an opponent</li> <li>• Use forehand, backhand, serve and volley in competitive situations</li> </ul> <p><b>Dance</b></p> <p>Country Dancing</p> <ul style="list-style-type: none"> <li>• Line Dancing</li> <li>• Grape vine</li> <li>• Pairs</li> </ul> <p>Musical Theatre (based on Stage 2 of Musical Theatre and Grade 3 Theatre Craft)</p> <ul style="list-style-type: none"> <li>• Off balance holds</li> <li>• Rhythm work</li> <li>• Group patterns, canon/unison etc</li> </ul> <p>Rock 'n' Roll</p> <ul style="list-style-type: none"> <li>• Ponies</li> <li>• Lifts</li> <li>• Turns</li> </ul> <p>Zumba</p> <ul style="list-style-type: none"> <li>• Pop</li> <li>• Flamenco</li> <li>• Bhangra</li> </ul>	<ul style="list-style-type: none"> <li>• Tactical awareness</li> <li>• Improve consistency in catching</li> <li>• Link skills to competitive situations</li> </ul>  <p>Min-y-don (<b>Outdoor and Adventurous activities</b>)</p>
	<p><b>Key Vocabulary</b></p> <p>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</p>		
<b>Art</b>	<b>Focus Artist: Henry Moore</b>	<b>Focus Artist: Jill Peltó COP<sup>∞</sup></b>	<b>Focus Artist: Takashi Murakami</b>




	<p><b>Focus Skills: Sculpture</b></p> <ul style="list-style-type: none"> <li>• Research Henry Moore and how his sculptures relate to WW2</li> <li>• Develop and imaginatively extend ideas from starting points</li> <li>• Annotate sketches to explain and elaborate ideas with confidence</li> <li>• Recognise sculptural forms in the environment and use these as inspiration for their own work</li> <li>• Create original sculptures using clay and wire following the chosen medium's required method</li> <li>• Research abstract and semi-abstract pieces like Moore's and discuss their symbolism and meaning</li> <li>• Shape, form, model and join with confidence.</li> <li>• Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it</li> <li>• Adapt work according to their views and describe how they might develop it further</li> </ul>	<p><b>Focus Skill: Collage</b></p> <ul style="list-style-type: none"> <li>• Research Jill Pelto and discuss the significance of climate change to her work</li> <li>• Work with a partner to research and represent chosen climate change data in the form of a collage</li> <li>• Use collage as a means of extending work from initial ideas</li> <li>• Independently select a range of media to produce a collaged image (climate change representation)</li> </ul> <p><b>Focus Skill: Drawing</b>  <b>Focus Artist: Stephen Wiltshire</b></p> <ul style="list-style-type: none"> <li>• Select appropriate media and techniques to achieve a specific outcome</li> <li>• Develop their own style</li> <li>• Draw for a sustained period of time over a number of sessions</li> <li>• Create a cityscape with attention to detail</li> <li>• Use tone in drawings to achieve depth</li> <li>• Develop drawing with perspective and focal points</li> <li>• Adapt drawings according to evaluations and discuss further developments</li> </ul>	<p><b>Focus Skill: Painting – Colour</b></p> <ul style="list-style-type: none"> <li>• Select colour to express feelings</li> <li>• Discuss harmonious and contrasting colours and their placement on the colour wheel</li> <li>• Work in a sustained and independent way, developing own style</li> <li>• Purposefully control the types of marks, brushstrokes used to create desired effect</li> <li>• Use colours and brushstrokes to create atmosphere and light effects</li> <li>• Create a Murakami inspired piece, focussing on colour choice</li> </ul> <p><b>Focus Artist: Child-led research</b>  <b>Focus Skill: Mixed Media - Carnival Masks</b></p> <ul style="list-style-type: none"> <li>• Children will independently research and create their own Carnival masks, choosing from a wide variety of materials</li> <li>• They will use their knowledge of collage, painting and drawing to design and then create their mask</li> </ul>
	<p><b>Key Vocabulary</b>  <b>Collage</b> – tissue, layers, organic shapes, geometric shapes, background, objective art, abstract art, bold  <b>Sculpture</b> – bend, shape, twist, braid, join, clay, coil, score, slip, slab  <b>Drawing</b> – style, cityscape, detail, tone, depth, perspective, focal points  <b>Painting</b> – colour, harmonious colours, contrasting colours, brush strokes</p>		
Design Technology	<p><b>3D- models related to War topic – Structure</b></p>	<p><b>Vegetable dishes – Food</b></p> <ul style="list-style-type: none"> <li>• Can I make a vegetable soup that is nutritious and tasty?</li> </ul>	<p><b>Electricity game – Electronics</b></p> <ul style="list-style-type: none"> <li>• Can I research current electrical games?</li> </ul>

	<ul style="list-style-type: none"><li>• Can I design and build a replica 3D model using the historical knowledge I have learnt?</li><li>• Can I select the appropriate materials for my lifelike model?</li><li>• Can I safely use cutting tools and cohesive devices when building my model?</li><li>• Can I explain why I used the materials that I have chosen?</li><li>• Can I think about the scale of the different features when planning my design?</li></ul>  <p><b>Designer: Sir Jonathan Ive</b></p>	<ul style="list-style-type: none"><li>• Can I design and develop a product to meet a design brief?</li><li>• Can I select the appropriate equipment and use this carefully?</li><li>• Can I explain why I used the vegetables that I have chosen?</li><li>• Can I evaluate my ideas against the design criteria and consider improvements to my work?</li></ul> <p><b>COP ∞ – Sustainability</b></p> <p><b>Chef: Nadiya Hussain</b></p>	<ul style="list-style-type: none"><li>• Can I make links to science circuits learning?</li><li>• Can I make an electronic circuit to use in my game?</li><li>• Can I design and develop a product to meet a design brief?</li><li>• Can I evaluate my design against the design criteria?</li></ul> <p><b>Designer: Caroline Haslett</b></p>			
<p><b>Key Vocabulary</b></p> <p>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><b>Music</b></p> 	<p><b>Charanga</b></p> <ul style="list-style-type: none"><li>• <b>Happy</b></li><li>• Pop/Neo Soul</li><li>• Being happy!</li></ul> <p><b>Key vocabulary:</b> 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><b>Charanga</b></p> <ul style="list-style-type: none"><li>• <b>Classroom Jazz 2</b></li><li>• Bacharach and Blues</li><li>• Jazz, improvisation and composition</li></ul> <p><b>Key vocabulary:</b> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"><li>• <b>A New Year Carol</b></li><li>• Classical or Urban Gospel</li><li>• Benjamin Britten’s music and cover versions</li></ul> <p><b>Key vocabulary:</b> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato,</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"><li>• <b>You’ve Got a Friend</b></li><li>• 70s Ballard/Pop</li><li>• The music of Carole King</li></ul> <p><b>Key vocabulary:</b> 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><b>Charanga</b></p> <ul style="list-style-type: none"><li>• <b>Music and Me</b></li><li>• Create your own music inspired by your identity and women in the music industry</li></ul> <p><b>Key vocabulary:</b> Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"><li>• <b>Reflect, Rewind and Replay</b></li><li>• Classical</li></ul> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>

		music, hook, riff, solo.	phrases, unison, Urban Gospel.			
	<u>Music Year 6 – Knowledge and Skills</u>					
<b>Computing</b> 	<b>Online safety</b> <ul style="list-style-type: none"><li>To know that a ‘digital footprint’ means the information that exists on the internet as a result of a person’s online activity.</li><li>To know what steps are required to capture bullying content as evidence.</li><li>To understand that it is important to manage personal passwords effectively.</li><li>To understand what it means to have a positive online reputation.</li><li>To know some common online scams.</li></ul> <b>Computer systems and networks – Bletchley Park</b> <ul style="list-style-type: none"><li>To understand the importance of having a secure password and what "brute force hacking" is.</li><li>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</li></ul>	<b>Data Handling – Big data 1</b> <ul style="list-style-type: none"><li>To know that data contained within barcodes and QR codes can be used by computers.</li><li>To know that Radio Frequency Identification (RFID) is a more private way of transmitting data.</li><li>To know that data is often encrypted so that even if it is stolen it is not useful to the thief.</li></ul> <b>Creating media – History of computers</b> <ul style="list-style-type: none"><li>To understand how computers have changed and the impact this has had on the modern world</li><li>To research one of the computers that changed the world and present information about it to the class</li><li>To design a computer of the future</li></ul> <b>Safer Internet Day</b>			<b>Programming – Intro to Python</b> <ul style="list-style-type: none"><li>To know that there are text-based programming languages such as Logo and Python.</li><li>To know that nested loops are loops inside of loops.</li></ul>	
	<b>Key Vocabulary</b> <b>Online safety</b> - anonymity, antivirus, biometrics, block and report, digital personality, financial information, malware, personality, phishing, reliable source, reputation, scammers, screengrab, software updates, two factor authentication <b>Computer systems and networks – Bletchley Park</b> - 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 <b>Data Handling – Big data 1</b> - barcode, brand, chips, commuter, contactless, encrypted, infrared, MagicBand, proximity, QR scanner, RFID, systems/data analyst, transmission					

<p><b>Creating media – History of computers</b> - background noise, FX, gigabyte, hardware, kilobytes, megabyte, memory storage, overlay, processor, radio play, Raspberry Pi, reverb, sound, terrabytes, touch screen, track, trackpad</p> <p><b>Programming – Intro to Python</b> - indentation, random, remix, shape</p>						
 <p><b>French</b></p>	<p><b>Class rules in French Lessons.</b></p> <p><b>Revisions:</b> <b>Greetings</b></p> <p><b>Le cahier de français</b> (French book): Prénom, nom de famille, le drapeau français. Les verbes et les questions: Quel est ton prénom? Mon prénom est... <b>+ Motto: Liberté, Egalité, Fraternité.</b> + video</p> <p><b>Class instructions</b></p> <p><b>Date: Days of the week /Months /seasons</b></p> <p><b>L'alphabet/ Review phonics/Table</b></p> <p><b>Vocabulary</b></p> <p><b>Numbers 1-100</b></p> <p><b>Colours</b></p> <p><b>Grammar points</b></p>	<p><b>Culture:</b> <b>Halloween</b> /All saints /Toussaint Recall all previous Recall <b>verbe avoir</b> (to have) <b>+ body parts + new.</b> <b>+ new Song:</b> des os il en faut Use of bilingual dictionary.</p> <p><b>Culture:</b> 11 Nov/ <b>+ new Poem.</b> Use bi-lingual dictionary. <b>+ L'Armistice</b> video</p> <p>Review numbers. Multiples of 10:10-100 Numbers up to 500</p> <p><b>Recall Christmas</b> + Recall previous voc, songs ... <b>Merry Christmas/Joyeux Noël</b></p>	<p><b>Happy new year/ Bonne année</b></p> <p><b>Culture/ 6 Jan: l'Épiphanie</b> Les rois mages / la galette des rois Voc. La recette. + Video</p> <p><b>&amp; Recall Toys</b></p> <p><b>Song/Chanson:</b> Vent frais....</p> <p><b>Numbers up to 1000+</b></p> <p>Recall <b>Culture/ 2 Feb: la chandeleur</b> (Candlemas)/ Crêpes/pancakes ... Review recette Recall <b>Verbe manger</b> (to eat)</p> <p><b>Places in town: Verbe être</b> (to be) <b>Verbe aller</b> (to go) + Review <b>transport</b> to go to various places. Sentence building:</p>	<p><b>[Culture:</b> Recall <b>Mardi gras</b> (Shrove Tuesday) Carnival, Crêpes]</p> <p><b>Rooms of house:</b> Picture of a house/ paper work. Use bi-lingual dictionary. Sentence building: Describe house: eg: Ma maison est petite et blanche. Il y a 3 chambres.... Sentence building: (+ verbes: regarder/laver/parler/jouer/manger/regarder/ dormir...) Put the verb in the right room. eg: by pairs discuss/write what family member does... in which room. Ex: Ma soeur joue dans la chambre.</p> <p><b>Culture/20 March/ Francophonie day!</b> French spoken in the world. Map/Video/text.</p> <p><b>Culture/Fête des mères</b> (Mother day) (different date in France: 29th May). Review Voc. Gram: Recall mon, ma, mes , learn all possessive/ determiners) <b>Song:</b> ma famille</p> <p>Recall la maison/le jardin: <b>Culture/mid April: Joyeuses Pâques</b> (Easter) Recall <b>voc</b> <b>Song:</b> Frère Jacques</p>	<p><b>Culture/ 1 Mai:</b> Recall <b>Fête du travail</b> (Muguet)+ life cycle of a plant.</p> <p><b>Culture/ 8 Mai:</b> Victoire de 1945 Recall previous work <b>+ new song</b> : “la Marseillaise” (French hymn)</p> <p><b>Daily routine.</b> La vie d'un écolier in France</p> <p>Review <b>School subjects/timetable</b></p> <p><b>What is the time?</b> (work in pairs/ind white board.) Draw a clock and draw the time I say. Say/read/write... In pairs: Quelle heure est-il? Il est.... + Les verbes et les questions</p> <p><b>Classroom objects.</b></p>	<p><b>Culture/ 19 June: Fête des pères</b> (Father's Day) Recall voc, song.</p> <p><b>Culture/ 21 Juin: Fête de la musique</b> (Music Day) Recall all songs, instruments and styles voc.</p> <p><b>Initiation to Spanish:</b> Simple greetings Colours Numbers up to 10 Days of the week</p> <p><b>Initiation to Italian:</b> Simple greetings Colours Numbers up to 10 Days of the week</p> <p><b>Culture/ Bastille day - 14 Juillet /</b></p>

	<p><b>Locate France, Paris... *</b> This is France/ <b>Localise</b> in France: Lyon, Dijon, Marseille, Toulouse... Paris + Recall poem <b>weather</b>/comptine : Quel temps fait-il? + <b>Directions</b> Nord, Sud, Est, Ouest... à côté, en face etc....</p> <p><b>Songs</b></p>		eg: je vais à la piscine en vélo...		(+ Words labels in class) Paper work/ word search/ Gram: - Recall all Possessives: ma, mon, son, tes... - colours adjectives and agreement/colour s	song: La marseillaise. Gram: Recall Questions words: Qui, Quand, Ou... <b>Game:</b> Treasure hunt? (La chasse aux trésors)/ recall directions, vocab....
	<p><b>Happy birthday</b> / Joyeux anniversaire anniversaire? Mon anniversaire est le <b>Song/Chanson:</b> Quel âge as-tu? J'ai.... Ans. <b>When is your birthday?</b> Quand est ton anniversaire?</p> <p><b>Happy holidays</b> / Bonnes vacances</p> <p><b>Classroom instructions:</b> Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plaît, Chantez, Comptez... + Excusez moi, Pardon, Écrivez, Dessinez, Coloriez, Découpez, Pliez, Collez, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p><b>Date:</b> day, number, month.</p> <p><b>Various Grammar points:</b> Gender nouns: Masculine/feminine, Simple Plural, Adjectives agreement and words order, Definite (le, la, les) &amp; Indefinite (un, une, des) articles, Possessives, Partitive articles (du/de/des), Formal and informal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, à la, aux, dans, Conjugation of simple verbs and simple pronouns: Être, Avoir, Être, Aller, Manger, Habiter, Jouer, Faire...</p> <p><b>Use of bilingual dictionary.</b></p> <p><b>French Phonics/Graphemes</b></p> <p><b>Sentence building:</b> Present tense simple verbs and simple pronouns: Être, Avoir, Aimer, Aller, Manger, Habiter, Jouer, Faire.</p>					
<p>PSHE/Sex and Relationships/Safeguarding</p> 	<p><b>Me and My Relationships</b> <b>Solve the Friendship Problem</b></p> <ul style="list-style-type: none"> <li>Recognise some of the</li> </ul>	<p><b>Valuing Difference</b> <b>Advertising Friendship</b></p> <ul style="list-style-type: none"> <li>Explain the difference</li> </ul>	<p><b>Keeping Myself Safe</b> <b>Traffic Lights</b></p> <ul style="list-style-type: none"> <li>Identify strategies for keeping</li> </ul>	<p><b>Rights and Responsibilities</b> <b>Facebook Friends</b></p> <ul style="list-style-type: none"> <li>Know the legal age (and reason behind these) for having a social media account</li> </ul>	<p><b>Being My Best</b> <b>What's the Risk (2)</b></p>	<p><b>Growing and Changing</b> <b>I look great!</b></p> <ul style="list-style-type: none"> <li>Understand that fame</li> </ul>



	<p>challenges that arise from friendships;</p> <ul style="list-style-type: none"> <li>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach</li> </ul> <p><b>Assertiveness</b></p> <ul style="list-style-type: none"> <li>List some assertive behaviours</li> <li>Recognise peer influence and pressure</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure</li> </ul> <p><b>Don't Force Me</b></p> <ul style="list-style-type: none"> <li>Describe ways in which people show their commitment to each other</li> </ul>	<p>between a friend and an acquaintance</p> <ul style="list-style-type: none"> <li>Describe qualities of a strong, positive friendship</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative)</li> </ul> <p><b>Ok to be Different</b></p> <ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</li> <li>Suggest strategies for dealing with bullying, as a bystander</li> <li>Describe positive</li> </ul>	<p>personal information safe online</p> <ul style="list-style-type: none"> <li>Describe safe behaviours when using communication technology</li> </ul> <p><b>To share or not to share?</b></p> <ul style="list-style-type: none"> <li>Know that it is illegal to create and share sexual images of children under 18 years old</li> <li>Explore the risks of sharing photos and films of themselves with other people directly or online</li> <li>Know how to keep their information private online</li> </ul> <p><b>Joe's Story (part 2)</b></p>	<ul style="list-style-type: none"> <li>Understand why people don't tell the truth and often post only the good bits about themselves, online</li> <li>Recognise that people's lives are much more balanced in real life, with positives and negatives</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what risk is</li> <li>Explain how a risk can be reduced</li> <li>Understand risks related to growing up and explain the need to be aware of these</li> <li>Assess a risk to help keep themselves safe</li> </ul> <p><b>Visit to Primrose Wood, Kelsall (building shelters)</b></p>	<p>can be short-lived</p> <ul style="list-style-type: none"> <li>Recognise that photos can be changed to match society's view of perfect</li> <li>Identify qualities that people have, as well as their looks</li> </ul> <p><b>Media Manipulation</b></p> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype</li> <li>Recognise how the media can sometimes reinforce gender stereotypes</li> <li>Recognise that people fall into a wide range of what is seen as normal</li> </ul>
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	<ul style="list-style-type: none"> <li>Know the ages at which a person can marry, depending on whether their parents agree</li> <li>Understand that everyone has the right to be free to choose who and whether to marry</li> </ul> <p><b>Acting Appropriately</b></p> <ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings</li> <li>Know that some inappropriate touch is also illegal</li> </ul> <p><b>Health Week</b></p>	<p>attributes of their peers</p> <p><b>Respecting Difference</b></p> <ul style="list-style-type: none"> <li>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</li> </ul> <p><b>Crucial Crew Children in Need</b></p>	<ul style="list-style-type: none"> <li>Understand and give examples of conflicting emotions</li> <li>Understand and reflect on how independence and responsibility go together</li> </ul> <p><b>Bikeability</b></p> <p><b>Sport Relief/ Red Nose Day</b></p>			<ul style="list-style-type: none"> <li>Challenge stereotypical gender portrayals of people</li> </ul> <p><b>Is this normal?</b></p> <ul style="list-style-type: none"> <li>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</li> <li>Suggest strategies that would help someone who felt challenged by the changes in puberty</li> <li>Understand what FGM is and that it is an illegal practice in this country</li> <li>Know where</li> </ul>
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						<p>someone could get support if they were concerned about their own or another person's safety</p> <p><b>Making babies</b></p> <ul style="list-style-type: none"><li>• Identify the changes that happen through puberty to allow sexual reproduction to occur</li><li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby</li><li>• Know the legal age of consent and what it means</li></ul> <p><b>What is HIV?</b></p>
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						<ul style="list-style-type: none"> <li>• Explain how HIV affects the body's immune system</li> <li>• Understand that HIV is difficult to transmit</li> <li>• Know how a person can protect themselves from HIV</li> </ul>
<p><b>Key Vocabulary</b></p> <p><b>Me and My Relationships</b> – balanced friendship, respectful, assertive, peer pressure, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate.</p> <p><b>Valuing Difference</b> – witness, bystander, unique, positive feedback, confidence, self-esteem, point of view, cultural norms, respect, disrespect, body language, empathy, relationships, friend, acquaintance.</p> <p><b>Keeping Myself Safe</b> – social media, parental consent, trolling, online safety, sharing, right to privacy, sharing online, permission, illegal, sexual images, independence, responsibility, conflicting emotions.</p> <p><b>Rights and Responsibilities</b> – social media, profile, image, online safety, sharing.</p> <p><b>Being My Best</b> – assessing risk, weigh up, dilemma, choices, influence.</p> <p><b>Growing and Changing</b> – body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, puberty, physical changes, emotional changes, rights, periods, mood swings, spots, voice deepening, period product, vulva, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, age of consent, infection, immune system, virus, sexual contact, condom, prejudice, illness, sexual activity, semen, vaginal fluids, medication, lifelong condition, life threatening, sharing of needles, blood transfusions, cancer, vagina, womb.</p>						