



Christleton Primary School

Connected Curriculum

Year 6

# Curriculum Design



**Look up**



**Look out**



**Look beyond**

*Be the best you can be*

# Curriculum Delivery



## Ignite

**Introduction** of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



## Explore

**Exploration** of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



## Reflect

**Reflection** on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

*Be the best you can be*

Year Six	Autumn Term		Spring		Summer			
	First	Second	First	Second	First	Second		
	Wars Through Time Why does population change?		Conflict and Resolution Where does our energy come from?		Our Changing Lives Can I carry out an independent fieldwork enquiry?			
<b>Main Texts used</b>	Star of Hope, Star of Fear	Can we save the tiger? Poetry: A Tiger in the Zoo	Selfish Giant	The Day the War Came Poetry: The Sea	Manfish	Sky Chasers Poetry: Sonnet Written at the Close of Spring		
<b>Science</b>	Light	Electricity	Animals including humans	Evolution and inheritance	Living things and their habitats			
<b>History</b>	Wars through time Key wars and battles between 1066 and now.		In depth study of WWII		How has life changed since 1948?			
<b>Geography</b>	Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.		Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.		Observing, measuring, recording and presenting their own fieldwork study of the local area.			
<b>Computing</b>	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement Using the microbit for primary to secondary transition		
<b>D&amp;T</b>		Electrical systems more complex switches (fairground rides)		Food celebrating culture and seasonality – design and cook a vegan burger to produce a tasty, healthy meal		Using CAD in textiles (link to puppet/toy design)		
<b>Art</b>	Henry Moore – Blitz paintings		Paul Cezanne – Still life		Keith Siddle – monoprinting techniques Create contrasting colour paintings with repeating patterns of fish			
<b>PE</b>	Gymnastics Forest School	Dodgeball Gymnastics	Dance Fitness	Dance Hockey	Netball Cricket	Rounders OAA Athletics		
<b>RE</b>	What does it mean to belong in a religiously diverse world? Project work with partnership schools.	What do religious and non-religious world views believe about equality, justice and fairness?	Are Humanist and Christian ideas about science, conflicting or complementary? Does The Big Bang Theory disapprove the Genesis account on Creation?	How do Sikhs worship?	What are some of the differences and similarities within Christianity locally and globally? What can we learn from Christian religious building and music?	What do Christians believe about the Kingdom of God on Earth and in Heaven?		
<b>Music</b>	Term 1 – Title: Happy! Unit Theme: Being Happy	Term 2 – Title: Classroom Jazz 2 Unit Theme: Jazz, improvisation and composition	Term 3 – Title: A New Year Carol Unit Theme: Benjamin Britten's music and cover versions	Term 4 – Title: You've Got a Friend Unit Theme: The music of Carole King	Term 5 – Title: Not yet known	Term 6 – Title: Reflect, Rewind and Replay Unit Theme: The history of music,		
<b>MFL</b>	Numbers 40-200	Euro (Money)	Eating	Food and Ice Cream	Leisure	School Subjects	Clothing	Bridging Unit
<b>RSE and PSHE</b>	Family and relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity and Transition		
<b>No Outsiders</b>	My Princess Boy	The Whisperer	The Islands	Love you forever	Dreams of freedom			
<b>British Values</b>	Rule of Law	Mutual Respect	Democracy		Individual liberty	Tolerance of those of different faiths and beliefs		
<b>Residential</b>							Conway Residential	
<b>Trips and visitors</b>			Stockport Air Raid Shelters			High school taster day Residential		
<b>Whole school events</b>	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service	National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother's Day Good Friday Easter Service	Health week Walk to School Week Outdoor Classroom Day	Pride Month		
<b>Events</b>	McMillan Coffee morning	Children in Need	Mental Well-being week			Race for Life Den Day	Pound grow	

Be the best you can be

## English

### Reading

#### Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

#### Comprehension

- Maintain positive attitudes to reading, and an understanding of what they read, by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

## Writing

### Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors
  - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

## Common Exception Words

accommodate	committee	embarrass	immediate(ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(ly)
according	community	equip (-ped, -ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience*	exaggerate	language	profession	sufficient
amateur	conscious*	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>



## Maths

### Number

#### Number and Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

#### Addition, Subtraction, Multiplication and Division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers.
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

#### Fractions, Decimals and Percentages

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

## Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

## Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables

## Measure

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units

## Geometry, Position and Direction

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

## Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

## Science

Working Scientifically			
Plan	Do	Record	Review
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ask relevant questions</b></li> <li><input type="checkbox"/> <b>set up simple practical enquiries, comparative and fair tests</b></li> <li><input type="checkbox"/> begin to choose ways to try and answer a question</li> <li><input type="checkbox"/> put forward own ideas and make some planning decisions</li> <li><input type="checkbox"/> suggest ways of making the test fair or if it can't be fair how they will answer it by looking for a pattern</li> <li><input type="checkbox"/> from a selection say what equipment is needed</li> <li><input type="checkbox"/> suggest the type of data needed to be collected</li> <li><input type="checkbox"/> make simple predictions based on everyday experience and knowledge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</b></li> <li><input type="checkbox"/> carry out a fair test or pattern seeking enquiry with help</li> <li><input type="checkbox"/> compare 3 or more things</li> <li><input type="checkbox"/> use simple standard measures; m, cm, mm, kg, g, cm<sup>3</sup>, minutes, seconds, Newton.</li> <li><input type="checkbox"/> measure to the nearest whole or half unit or mixed units.</li> <li><input type="checkbox"/> read scales to the nearest division labelled and unlabelled.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>gathering, recording, classifying and present data in a variety of ways to help in answering questions</b></li> <li><input type="checkbox"/> <b>recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables</b></li> <li><input type="checkbox"/> construct a simple 2 column table</li> <li><input type="checkbox"/> draw bar charts 1:1, 1:2, 1:5 and 1:10 scale &amp; begin to plot line graphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values</b></li> <li><input type="checkbox"/> <b>using results to draw simple conclusions and suggest improvements, and raise further questions new questions</b></li> <li><input type="checkbox"/> <b>identifying differences, similarities or changes related to simple scientific ideas and processes</b></li> <li><input type="checkbox"/> say what they have found out and give an explanation for observations and simple patterns based on everyday experience</li> </ul>

## Science

Living Things and Their Habitats	Evolution and Inheritance	Animals Including Humans
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals?</li> <li><input type="checkbox"/> Can I give reasons for classifying plants and animals based on specific characteristics?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?</li> <li><input type="checkbox"/> Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?</li> <li><input type="checkbox"/> Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</li> <li><input type="checkbox"/> Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</li> <li><input type="checkbox"/> Can I describe the ways in which nutrients and water are transported within animals, including humans?</li> </ul>
<b>Electricity</b>		
<b>Light</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?</li> <li><input type="checkbox"/> Can I explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?</li> <li><input type="checkbox"/> Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?</li> <li><input type="checkbox"/> Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?</li> <li><input type="checkbox"/> Can I use recognised symbols when representing a simple circuit in a diagram?</li> </ul>
<b>Vocabulary</b>		
vertebrate, fish, amphibian, reptile, bird, mammal, invertebrate, plants heart, pulse, blood, blood vessels, lungs, circulatory system, diet, exercise, drugs, lifestyle light source, straight lines, light ray, reflect, shadow circuit, circuit symbol, circuit diagram, cell, battery, switch, voltage evolution, offspring, inherited, characteristics, variation, adapted, environment, species, fossil		

## Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
<p><b>Identifying and classifying</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare observable and behavioural features of living things, materials and objects</li> <li><input type="checkbox"/> sort and group in own way using both observable and behavioural features even when differences are slight</li> <li><input type="checkbox"/> answer simple yes/no questions about a mystery object they have chosen</li> <li><input type="checkbox"/> sort into two groups in which one group has a feature and the other doesn't</li> <li><input type="checkbox"/> once they have decided sorting criteria explain where further additional items could be placed</li> <li><input type="checkbox"/> use simple Venn diagrams to help sort things and record the groupings</li> </ul>	<p><b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria</li> <li><input type="checkbox"/> make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named</li> <li><input type="checkbox"/> use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features</li> <li><input type="checkbox"/> Carry out simple tests and sort and group based on the evidence of the results found.</li> </ul>	<p><b>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be aware of the term kingdom and know that most scientists classify things into five kingdoms.</li> <li><input type="checkbox"/> Through direct observations where possible classify animals into vertebrates and invertebrates.</li> <li><input type="checkbox"/> make keys and branching databases with 4 or more items</li> <li><input type="checkbox"/> evaluate how well keys and databases work and make changes to improve them</li> <li><input type="checkbox"/> explain why it is important to classify and why it is useful to scientists</li> <li><input type="checkbox"/> plan what to test, how to test and collect evidence in order to classify</li> </ul>

## Art

Drawing	Painting	3D	Sketch books
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I combine previously learned techniques to create pieces in my own style?</li> <li><input type="checkbox"/> Can I select appropriate media and techniques to achieve a specific outcome?</li> <li><input type="checkbox"/> Can I use tone in drawing to achieve depth?</li> <li><input type="checkbox"/> <b>Can I show precision and accuracy in techniques to show fine detail?</b></li> <li><input type="checkbox"/> Can I adapt drawings according to evaluations and discuss further developments?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I combine previously learned techniques to create pieces in my own style?</b></li> <li><input type="checkbox"/> <b>Can I select colour to express feelings?</b></li> <li><input type="checkbox"/> Can I use colours and brushstrokes to create atmosphere and light effects?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I combine materials and processes to design and make 3D form using the techniques and materials previously learned?</b></li> <li><input type="checkbox"/> <b>Can I use tools to carve clay and add shapes, texture and pattern?</b></li> <li><input type="checkbox"/> Can I recognise sculptural forms in the environment and use these as inspiration for my own work?</li> <li><input type="checkbox"/> Can I confidently carve a simple form?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I develop and imaginatively extend ideas from starting points?</li> <li><input type="checkbox"/> <b>Can I collect information, sketches (annotated and elaborated with confidence) and resources (IT) and present ideas in a sketch book?</b></li> </ul>
			Collage
Textiles	Printing	Use of IT	Knowledge
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I overprint using different colours?</li> <li><input type="checkbox"/> <b>Can I look carefully at the methods I use and make decisions about my printing methods?</b></li> <li><input type="checkbox"/> Can I combine different printing techniques within the same piece of artwork?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use software packages to create pieces of digital art to design?</li> <li><input type="checkbox"/> Can I create a piece of art which can be used as part of a wider presentation?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I give details (including own sketches) about the style of some notable artists, artisans and designers including Henry Moore, Paul Cezanne and Keith Siddle?</li> <li><input type="checkbox"/> <b>Can I create original pieces that show a range of influences and styles?</b></li> <li><input type="checkbox"/> Can I comment on artworks using visual language with confidence?</li> </ul>
Vocabulary			
<p>Drawing: Precision and accuracy and fine detail            Painting: Combination of all previous techniques as appropriate            Printing: Overprint, make personal decisions            Sculpture (3D) Experiment, combine, carve, add shapes, patterns, texture</p>			

## Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use more than two fingers to enter text, with increasing speed and accuracy?</li> <li><input type="checkbox"/> Can I use more advanced keyboard function keys e.g print screen, ctrl+a, ctrl+b, ctrl+t, ctrl+shift+t F6.3</li> <li><input type="checkbox"/> <b>Can I independently create suitably named folders to organise documents, using appropriate file paths?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use logical operations (not, or, and) to alter and control the outcome of a series of commands?</li> <li><input type="checkbox"/> <b>Can I use variables efficiently?</b></li> <li><input type="checkbox"/> Can I demonstrate an understanding of what subroutines (e.g. functions and procedures) are, and be able to create them within a computer program to store and retrieve data?</li> <li><input type="checkbox"/> Can I use a wider range of events (such as broadcasts) and use them efficiently within programs to start and stop scripts?</li> <li><input type="checkbox"/> <b>When debugging, can I use abstraction to filter out extraneous detail and debug the program?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I identify irrelevant, implausible and inappropriate information, when searching for information online?</b></li> <li><input type="checkbox"/> Can I work with others to create an online collaborative project for a specific purpose?</li> <li><input type="checkbox"/> Can I show an awareness that some media is copyrighted and cannot be used without permission?</li> <li><input type="checkbox"/> Can I use modelling software to explore and create detailed virtual environments or simulations?</li> <li><input type="checkbox"/> Can I demonstrate an understanding of media bias and strategies for ensuring a balanced view, including gender stereotypes?</li> <li><input type="checkbox"/> Can I explain how to develop positive online relationships and have strategies to prevent and stop negative situations and manage private information?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I make appropriate use of hyperlinks to produce a non-linear presentation or document.</li> <li><input type="checkbox"/> Can I use layers within a digital art package to allow more detailed creation, refining the use of tools to create increasingly purposeful digital artworks.</li> <li><input type="checkbox"/> Can I create videos that include greenscreen or animated footage. Edit footage with different effects such as slow-motion, cutaway, picture in picture.</li> <li><input type="checkbox"/> Can I import sounds into audio editing software, layering and editing to refine their work.</li> <li><input type="checkbox"/> Can I export and analyse continuous data from data logging and present in graph form.</li> <li><input type="checkbox"/> Can I add simple formulae to their own spreadsheets, such as SUM, MAX, MIN and AVERAGE. Enter data and use filters to sort information.</li> <li><input type="checkbox"/> Can I use a spreadsheet to produce bar and pie charts.</li> </ul>

### Vocabulary

Consequence, communication, consent, cyberbullying, digital footprint, hyperlink, firewall, permission, plagiarism, phishing, private, public, profile, secure, spam, virus, SMART = Safe, Meet, Accept, Reliable, Tell

Algorithm, program, code, decompose, sequence, select, predict, explain, error, debug, input, output, repetition loop, condition, action, if/else command, variable

World Wide Web, internet, search engine, web browser, index, web crawler, server, rank, URL, reliable, bias, blog post, hyperlink, comment

Video, audio, edit, save, import, image, impact, audience, purpose

## Design and Technology

Designing	Making	Food and Nutrition
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I generate, develop, model and communicate my ideas through discussion and annotated sketches?</b></li> <li><input type="checkbox"/> <b>Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose?</b></li> <li><input type="checkbox"/> Can I accurately apply a range of finishing techniques, including those from art and design?</li> <li><input type="checkbox"/> Can I draw up a specification for my design- link with</li> <li><input type="checkbox"/> Mathematics and Science?</li> <li><input type="checkbox"/> Can I plan the order of my work, choosing appropriate materials, tools and techniques?</li> <li><input type="checkbox"/> Can I suggest alternative methods of making if the first attempts fail?</li> <li><input type="checkbox"/> Can I identify the strengths and areas for development in their ideas and products?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I confidently select appropriate tools, materials, components and techniques and use them safely and accurately?</b></li> <li><input type="checkbox"/> Can I assemble components to make working models?</li> <li><input type="checkbox"/> Can I aim to make and to achieve a quality product?</li> <li><input type="checkbox"/> Can I begin to sew more confidently using a range of different stitches?</li> <li><input type="checkbox"/> <b>Can I tape or pin, cut and join fabric with some accuracy?</b></li> <li><input type="checkbox"/> Can I demonstrate when to make modifications as I go along?</li> <li><input type="checkbox"/> Can I construct products using permanent joining techniques?</li> <li><input type="checkbox"/> <b>Can I understand how mechanical systems such as cams or pulleys or gears create movement?</b></li> <li><input type="checkbox"/> <b>Can I understand complex electrical circuits and components can be used to create functional products?</b></li> <li><input type="checkbox"/> Can I understand that mechanical and electrical systems have an input, process and output?</li> <li><input type="checkbox"/> Can I reinforce and strengthen a 3D framework?</li> <li><input type="checkbox"/> <b>Can I use finishing techniques to strengthen and improve the appearance of my product using a range of equipment?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I understand how food is processed into ingredients that can be eaten or used in cooking?</li> <li><input type="checkbox"/> <b>Can I understand how to prepare and cook savoury dishes safely and hygienically including, where appropriate, the use of a heat source?</b></li> <li><input type="checkbox"/> <b>Can I understand how to use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking?</b></li> <li><input type="checkbox"/> Can I understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health?</li> </ul> <div style="text-align: center; background-color: #d9ead3; padding: 5px;"><b>Evaluating</b></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I evaluate products, identifying strengths and areas for development, and carrying out appropriate tests?</b></li> <li><input type="checkbox"/> Can I record evaluations both during and at the end of the assignment?</li> <li><input type="checkbox"/> Can I evaluate against their original criteria and suggest ways that my product could be improved?</li> <li><input type="checkbox"/> Can I confidently evaluate the key designs of individuals in design and technology has helped shape the world?</li> </ul>
<b>Vocabulary</b>		
<p>Annotated sketches, techniques, tools,            Components, tools, techniques, stitch, modification, joining, cams, pulleys, gears, electrical circuit, electrical components            Evaluate, criteria,            peeling, chopping, slicing, grating, mixing,            spreading, kneading and baking, substances, nutrients</p>		



## Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I name and locate the counties and cities of the U.K.? (revisit) Can I name and locate European countries and capital cities? (revisit)</li> <li><input type="checkbox"/> Can I locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities?</li> <li><input type="checkbox"/> <b>Can I identify the position and significance of latitude, longitude, Equator Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revisit Cities and counties of U.K.</li> <li><input type="checkbox"/> Revisit European countries and capital cities</li> <li><input type="checkbox"/> Can I understand geographical similarities and differences through the study of human and physical geography of a <b>region</b> of the United Kingdom and a <b>region</b> within South America?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I describe and understand the key aspects of physical geography of places studied, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle?</li> <li><input type="checkbox"/> Can I describe and understand the key aspects of human geography of the places studied including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water?</li> <li><input type="checkbox"/> <b>Can I describe how locations around the world are changing and explain some of the reasons for change?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I create maps of locations identifying patterns (such as land use, climate zones, populations densities, height of land)?</b></li> <li><input type="checkbox"/> Can I use maps to compare changes over time and link to climate change?</li> <li><input type="checkbox"/> Can I use different types of fieldwork sampling (random and systematic to observe, measure and record human and physical features in the local area and record the results in a range of ways?</li> </ul>
<b>Vocabulary</b>			
<p>Counties and cities of U.K. European countries and their capitals South America, land use, trade, settlement, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment</p> <p>Longitude, latitude, Northern Hemisphere, Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, Prime Meridian, Anti-Meridian, time zone</p> <p>Vegetation belts, biome, aquatic, grassland, forest, desert, tundra, climate zones, polar, subarctic, continental, temperate, subtropical, Mediterranean, arid, equatorial, tropical.</p> <p>physical processes, human processes, significance, characteristics, distribution, region.</p> <p>8 points of compass, globe, atlas, maps, digital mapping, key, symbol, grid reference, aerial photograph, atlas, sketch maps.</p>			

## History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I say where a period of history fits on a timeline?</li> <li><input type="checkbox"/> <b>Can I place a specific event on a timeline by decade?</b></li> <li><input type="checkbox"/> Can I place features of historical events and people from past societies and periods in a chronological framework?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I summarise the main events from a specific period in history, explaining the order in which key events happened?</b></li> <li><input type="checkbox"/> Can I describe (in some detail) changes in an aspect of British history over a <b>long arc of time?</b></li> <li><input type="checkbox"/> Can I summarise how Britain has had a major influence on world history?</li> <li><input type="checkbox"/> Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li><input type="checkbox"/> Can I describe features of historical events and people from past societies and periods they have studied?</li> <li><input type="checkbox"/> <b>Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li><input type="checkbox"/> Can I identify and explain my understanding of propaganda?</li> <li><input type="checkbox"/> Can I describe a key event from Britain's past using a range of evidence from different sources?</li> <li><input type="checkbox"/> Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</li> </ul>

### Vocabulary

20<sup>th</sup> Century

Trench warfare, Blitz, democracy, suffrage, empire, legacy, World War 1, World War 2, recruit, home front, Parliament, Houses of Parliament, culture, traditional view, alliance, allies, morale, propaganda

Diversity, impression, biased, represent, attitudes,

Variety of sources

I can infer that... The purpose... One sided, mistake, My conclusion is that...

## Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
<p><b>Understand and respond to spoken and written language form including:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers 40-200</li> <li><input type="checkbox"/> Money (euros)</li> <li><input type="checkbox"/> What I like</li> <li><input type="checkbox"/> Food types</li> <li><input type="checkbox"/> Ice cream</li> <li><input type="checkbox"/> Leisure activities</li> <li><input type="checkbox"/> Lessons in school</li> <li><input type="checkbox"/> clothing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li><input type="checkbox"/> <b>Give a short prepared talk, on a topic of choice, including expressing opinions</b> - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class</li> </ul>	<p><b>Understand the main points and opinions in written texts from various contexts including:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A postcard or letter describing a meal and weather</li> <li><input type="checkbox"/> discover and develop an appreciation of a range of writing in French</li> </ul>	<p><b>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> paragraphs of three to four sentences about myself,</li> <li><input type="checkbox"/> about a story or a picture; a message containing three to four sentences; a postcard or greetings card</li> </ul>
<b>Vocabulary</b>			
<p>Les nombres, L'Euro, Qu'est ce que tu aimes? Bon appetit, Les glaces, Les passe temps, Quelle est ta matiere preferee? Qu'est ce que tu portes?</p>			

## Music

Singing	Performing	Composing	Listening and Appraising
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I sing in unison and in parts with clear diction, controlled pitch and with sense of phrase.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I play and perform with accuracy, fluency, control and expression?</li> <li><input type="checkbox"/> Can I think about the audience when performing and how to create a specific effect?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</li> <li><input type="checkbox"/> Can I evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved?</li> <li><input type="checkbox"/> Can I use and apply a range of musical notations including staff notation?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*</li> <li><input type="checkbox"/> Can I listen to and recall sounds and patterns of sounds with accuracy and confidence?</li> <li><input type="checkbox"/> Can I identify and explore the relationship between sounds and how music can reflect different meanings?</li> <li><input type="checkbox"/> Can I develop an understanding of the history of music from different, cultures, traditions, composers and musicians?</li> </ul>

### 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, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

## Physical Educaiton (PE)

<b>Health and Fitness</b>	<b>Acquiring and Developing</b>	<b>Dance</b>
<input type="checkbox"/> <b>Can I explain how the body reacts to different kinds of exercise?</b> <input type="checkbox"/> Can I explain why we need regular and safe exercise?	<input type="checkbox"/> Can I apply my skills, techniques and ideas consistently? <input type="checkbox"/> <b>Can I show precision, control and fluency?</b>	<input type="checkbox"/> <b>Can I develop imaginative dances in a specific style?</b> <input type="checkbox"/> Can I choose my own music, style and dance?
<b>Games</b>	<b>Gymnastics</b>	<b>Swimming</b>
<input type="checkbox"/> Can I explain complicated rules? <input type="checkbox"/> <b>Can I make a team plan and communicate it to others?</b> <input type="checkbox"/> Can I lead others in a game situation?	<input type="checkbox"/> <b>Can I combine my own work with that of others?</b> <input type="checkbox"/> Can I link my sequences to specific timings?	<input type="checkbox"/> <b>Can I swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</b> <input type="checkbox"/> <b>Can I use 3 different strokes, swimming on my front and back?</b> <input type="checkbox"/> Can I control my breathing? <input type="checkbox"/> Can I swim confidently and fluently on the surface and under water? <input type="checkbox"/> Can I work well in groups to solve specific problems and challenges, sharing out the work fairly? <input type="checkbox"/> Can I recognise how swimming affects my body, and pace my efforts to meet different challenges? <input type="checkbox"/> Can I suggest activities and practices to help improve my own performance?
<b>Evaluating and Improving</b>	<b>Athletics</b>	
<input type="checkbox"/> Can I analyse and explain why I have used specific skills or techniques? <input type="checkbox"/> <b>Can I create my own success criteria for evaluating?</b>	<input type="checkbox"/> <b>Can I demonstrate stamina?</b> <input type="checkbox"/> Can I use my skills in different situations?	
<b>Outdoor Adventurous Activities</b>		
<input type="checkbox"/> Can I plan a route and series of clues for someone else? <input type="checkbox"/> Can I plan with others taking account of safety and danger?		
<b>Vocabulary</b>		
Games: Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot, striking, implement, rules, umpire, and strategy. Gymnastics: Complex extended sequences, combine, perform, consistency, audience, link, vault, spring. Dance: Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture. Athletics: Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina. Outdoor and Adventurous: Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership		

## Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
<ul style="list-style-type: none"> <li><input type="checkbox"/> To recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons.</li> <li><input type="checkbox"/> To understand what we mean by respect and why it is important.</li> <li><input type="checkbox"/> <b>To understand that respect is two-way and how we treat others is how we can expect to be treated.</b></li> <li><input type="checkbox"/> <b>To explore other people’s attitudes and ideas and to begin to challenge these.</b></li> <li><input type="checkbox"/> To understand stereotypes and be able to share information on them.</li> <li><input type="checkbox"/> <b>To resolve disputes and conflict through negotiation and compromise.</b></li> <li><input type="checkbox"/> To begin to understand the process and emotions relating to grief.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To identify long term goals and how to work towards them.</li> <li><input type="checkbox"/> <b>To use mindfulness to manage emotions.</b></li> <li><input type="checkbox"/> To understand and plan for a healthy lifestyle.</li> <li><input type="checkbox"/> <b>To understand the potential impact of technology on physical and mental health.</b></li> <li><input type="checkbox"/> To reflect on skills they have developed to identify and respond to difficult situations.</li> <li><input type="checkbox"/> To understand ways that we help prevent ourselves and others becoming ill.</li> <li><input type="checkbox"/> To understand how habits can be good or bad for our health.</li> <li><input type="checkbox"/> To understand what happens when we are ill and begin to understand when to seek support.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To begin to understand the risks of alcohol.</li> <li><input type="checkbox"/> <b>To start to become a discerning consumer of information online.</b></li> <li><input type="checkbox"/> To understand that online relationships should be treated in the same way as face to face relationships.</li> <li><input type="checkbox"/> <b>To understand the changes that happen during puberty.</b></li> <li><input type="checkbox"/> <b>To understand the biology of conception.</b></li> <li><input type="checkbox"/> To understand the development of the baby during pregnancy.</li> <li><input type="checkbox"/> To understand how to help someone who is choking.</li> <li><input type="checkbox"/> To understand how to help someone who is unresponsive.</li> </ul> <div style="text-align: center; background-color: #e0f2f1; padding: 5px;"><b>Identity</b></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To understand what factors contribute to identity.</b></li> <li><input type="checkbox"/> <b>To understand that the media manipulates images.</b></li> </ul>
Economic Wellbeing		Citizenship
<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand attitudes and feelings around money.</li> <li><input type="checkbox"/> To understand how to keep money in bank accounts safe.</li> <li><input type="checkbox"/> <b>To begin to understand the risks associated with gambling.</b></li> <li><input type="checkbox"/> To understand the range of jobs people might do.</li> <li><input type="checkbox"/> <b>To understand the different routes available into careers.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To understand human rights, including the right to education.</b></li> <li><input type="checkbox"/> To understand some environmental issues relating to food and food production.</li> <li><input type="checkbox"/> To understand how to show care and concern for others.</li> <li><input type="checkbox"/> <b>To recognise prejudice and discrimination and learn how this can be challenged.</b></li> <li><input type="checkbox"/> <b>To understand diversity and the value different people bring to a community.</b></li> <li><input type="checkbox"/> To understand how government works.</li> </ul>	
Vocabulary		
<p>Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy</p>		

## Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
<input type="checkbox"/> Can I describe the similar aspects of a Gurdwara and about how Sikhs worship and share food at the Langar?			
Skills		Christianity	
<input type="checkbox"/> Can I describe and make connections between different features of the religions and worldviews we have studied?		<input type="checkbox"/> Can I explain how music can help a Christian explain their faith and can help them feel closer to God?	
<input type="checkbox"/> Can I talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas?		<input type="checkbox"/> Can I explain key features of worship and what worship means to a believer?	
<input type="checkbox"/> Can I discuss my own and other's spiritual experiences and find connections between communities?		<input type="checkbox"/> Can I explore the role of community for a Christian and a Humanist?	
<input type="checkbox"/> Can I discuss issues about community cohesion and demonstrate understanding of different views?		<input type="checkbox"/> Can I compare churches within our locality with an example of one around the world?	
<input type="checkbox"/> Can I explain how history and culture can influence an individual and how some question these influences?		<input type="checkbox"/> Can I explain how key Christian beliefs can be found with worshippers nearby and far away?	
		<input type="checkbox"/> Can I explain what the parables teach about the Kingdom of God?	
		<input type="checkbox"/> Can I give examples of Christian belief in action?	
		<input type="checkbox"/> Can I explain what a Christian believes about Heaven?	
Vocabulary			
Christianity: Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation			
Sikhism: Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks			

## Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 6)		Personal Development (by the end of Year 6)	
<p>To consider puberty and reproduction</p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Consider physical &amp; emotional behaviour in relationships</p> <p>Discuss different types of adult relationships with confidence</p> <p>Know what form of touching is appropriate</p> <p>To explore the process of conception and pregnancy</p> <p>Describe the decisions that have to be made before having a baby.</p> <p>Know some basic facts about pregnancy and conception</p> <p>To explore positive and negative ways of communicating in a relationship</p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p>	To listen carefully and understand	<ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Recognise and explain some idioms.</li> <li>Understand irony (when it is obvious).</li> </ul>	To Try New Things	<ul style="list-style-type: none"> <li>Enjoy new things and take opportunities wherever possible.</li> <li>Find things to do that give energy.</li> <li>Become fully involved in clubs or groups.</li> <li>Meet up with others who share interests in a safe environment.</li> </ul>
	To develop a wide and interesting vocabulary	<ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary.</li> <li>Explain the meaning of words, offering alternatives.</li> <li>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>	To Work Hard	<ul style="list-style-type: none"> <li>Have fun working hard.</li> <li>Understand the benefits of effort and commitment.</li> <li>Continue to practise even when accomplished.</li> <li>Encourage others by pointing out how their efforts gain results.</li> </ul>
	To speak with clarity	<ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	To Concentrate	<ul style="list-style-type: none"> <li>Give full concentration.</li> <li>'Tune out' most distractions.</li> <li>Understand techniques and methods that aid concentration.</li> <li>Develop expertise and deep interest in some things.</li> </ul>
	To tell stories with structure	<ul style="list-style-type: none"> <li>Narrate detailed and exciting stories.</li> <li>Use the conventions and structure appropriate to the type of story being told.</li> <li>Interweave action, character descriptions, settings and dialogue.</li> </ul>	To Push Oneself	<ul style="list-style-type: none"> <li>Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>Push oneself in areas that are not so enjoyable.</li> <li>Listen to others who encourage and help, thanking them for their advice.</li> <li>Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>
			To Imagine	<ul style="list-style-type: none"> <li>Generate lots of ideas.</li> <li>Show a willingness to be wrong.</li> <li>Know which ideas are useful and have value.</li> <li>Act on ideas.</li> <li>Ask lots of questions.</li> </ul>
			To Improve	<ul style="list-style-type: none"> <li>Clearly identify own strengths.</li> <li>Identify areas for improvement.</li> <li>Seek the opinion of others to help identify improvements.</li> <li>Show effort and commitment in refining and adjusting work.</li> </ul>
			To Understand Others	<ul style="list-style-type: none"> <li>Listen first to others before trying to be understood.</li> <li>Change behaviours to suit different situations.</li> <li>Describe and understand others' points of view.</li> </ul>
		<ul style="list-style-type: none"> <li>Negotiate and compromise by offering alternatives.</li> <li>Debate, using relevant details to support points.</li> <li>Offer alternative explanations when others don't understand.</li> </ul>	To Not Give Up	<ul style="list-style-type: none"> <li>Show a determination to keep going, despite failures or setbacks.</li> <li>Reflect upon the reasons for failures and find ways to bounce back.</li> <li>Stick at an activity even in the most challenging of circumstances.</li> <li>See possibilities and opportunities even after a disappointment.</li> <li>Consider oneself to be lucky and understand the need to look for luck</li> </ul>



## Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

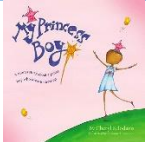
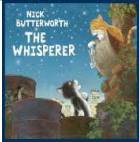


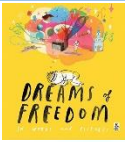
## No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

### Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
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### Key texts used

				
My Princess Boy	The Whisperer	The Island	Love you forever	Dreams of Freedom

*Be the best you can be*

## British Values

Autumn Term	Spring Term	Summer Term
Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

## Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

## Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
World War II Day	Imagine That	Beach

## Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

### Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share
Talking Chips	Simultaneous Round Table	Write Round Robin	Jigsaw
Numbered Heads	Rally Coach	Spend a Buck	One Stray

### Cooperative strategies introduced and mastered in this year group

Show down	Round Table Consensus
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## Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

## Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	
				Den Day	

*Be the best you can be*