SUMMER TERM 2021-22 YEAR 6			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
The Aztecs	**Investigate and interpret evidence**	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.	**The Aztecs** (Page 8 -11) **Key vocabulary – conquered, influence, engineered, textiles, aqueducts, ceremonies, nomadic, conquistadors, irrigation, chinampas,**
	Build an overview of world history	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world.	

		• Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
	Understand Chronology	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	
	Communicate historically	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.	

		• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.	
Geography			
North America	**Investigate places**	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.	**North America (pg 161-171)** (including population, mountains) Possible activities: • N America – geographical location, including latitude, longitude references, its location relative to Europe etc. • Climate zones of N America – comparing the climate zones (making reference to high and low latitude) • Population – how has the population changed over time (particularly 1500s – 1600s)? Key events that changed the diversity of the N American population. • Patterns of N American population density. Why are some areas densely populated and others not? Create maps to show areas of high and low density populations. • Mountains – identify main mountains (refer to tectonic plate boundaries as taught in yr4). Introduce topographical maps. Compare to political maps. • Identify the main mountain ranges of N America. Compare and contrast the physical features of these to the Great Plains Vocabulary: latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic

	Investigate patterns	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	
	Communicate geographically	Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Art & Design			

The art of anatomy **Sculpture (with drawing and painting)**	**Develop ideas**	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.	**Theme: The art of anatomy pg's 178-179 CQ companion)** **Artist: Leonardo da Vinci** **Vocabulary: carve, shape, texture, pattern, framework, wire, mold, clay, slip, form** **mechanics, proportions, poise**
	Master Techniques	Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. Collage • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Sculpture • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Drawing	

		• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. Print • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. Textiles • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Digital Media • Enhance digital media by editing (including sound, video, animation, still images and installations).	
	Take inspiration from the greats	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists.	

		• Create original pieces that show a range of influences and styles.	
Design & Technology			
Memory Cushions **Textiles**	**Master practical skills**	Food • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. Materials • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Textiles • Create objects (such as a cushion) that employ a seam allowance.	Textiles 1. Evaluate cushions (practical- look at techniques and styles and images of cushions) 2. Practise stitching methods for decoration- back stitch, running stitch, cross stitch, applique 3. Practise joining using back stitch/ design own cushion (2 and 3 possibly full afternoon carousel) 4. Decorate front of cushion 5. Sew cushion together, stuff and finish. 6. Evaluate own cushion • Textiles: finger fluency • Textiles: design inspiration • Textiles: guided design-think • Textiles: guided design-break • Textiles: guided design-re-think Suggested activities- Simple sewing stiches (see twinkl poster) Cushion Key Vocabulary-running stitch, basting stitch, back stitch, invisible stitch, slip stitch, hemming stitch, overcast stitch, fabric, cotton, linen, seam, applique

		• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). Electricals and electronics • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Computing • Write code to control and monitor models or products. Construction • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Mechanics • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.	
	Design, make, evaluate and improve	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	

	Take inspiration from design throughout history	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	
Science			
<u>Summer 1</u> **Living Things and their Habitats** **<u>Summer 2</u>** **Evolution and Inheritance**	**Work scientifically**	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	
	Understand plants	• *Relate knowledge of plants to studies of evolution and inheritance.*	

		• *Relate knowledge of plants to studies of all living things.*	
	Understand animals and humans	• Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.	
	Investigate living things	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	**Summer 1** **Living things and their habitats** 1-give reasons for classifying animals based on similarities and differences -what is classification? -recap main animal groups -children sort animals using a key- how did they sort them? Did their methods vary? Talk about the importance of one universal method. 2- describe how living things are classified into different groups- the linnean system -review need for common method of classification. -what problems may arise without standard method? -who was Carl Linnaeus? • Research animals to discover how they are classified using this system 3- focus on different classes -identify characteristics of different types of animals and classify creatures according to their characteristics 4 - classify organisms found in the local habitat and explain these classifications 5 & 6- create own animal which can be classified into a particular group **Key Vocabulary** Classify, sort, group, similarities, differences, compare, Carl Linnaeus, Linnaean, classification, standard, domain, kingdom, phylum, class, order, family, genus, species.

	Understand evolution and inheritance	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
	Investigate materials	• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the	

		particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.	
	Understand the Earth's movement in space	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
	Understand electrical circuits	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • 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. • Use recognised symbols when representing a simple circuit in a diagram.	

	Understand movement, forces and magnets.	**Magnets** • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
	Understand light and seeing	• Understand that light appears to travel in straight lines. (1) • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. (1, 2 & 3) • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. (4 & 5)	

		• 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.(1, 2 & 6)	
	Investigate sound and hearing	• Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases	
Computing			
Summer Term 1 – Variables in games **Summer Term 2 – Sensing**	**Code**	• Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Boolean operators	**Summer Term 1** **Programming- Variables in games** 1. Introducing variables introduction to variables explore examples of real-world variables (score and time in a football match) in a Scratch project design and make own project including variables identify that variables are named and can be letters (strings) as well as numbers. 2. Variables in programming understand that variables are used in programs, and that they can hold a single value at a time complete an unplugged task that will demonstrate the process of changing variables explore why it is important to name variables apply learning in a Scratch project -make, name, and update variables 3. Improving a game apply the concept of variables to enhance an existing game in Scratch

		() < () () = () () > () ()and() ()or() Not() to define conditions. • Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round ()	predict the outcome of changing the same change score block in different parts of a program, test predictions in Scratch experiment with using different values in variables, and with using a variable elsewhere in a program add comments to project, explaining how objectives of the lesson have been met 4. Designing a game design the sprites and backgrounds for project design algorithms to create program flow 5. Design to code implement algorithms created in Lesson 4 as code identify variables in an unfamiliar project and learn the importance of naming variables 6. Improving and sharing build on the project created in Lesson 5 evaluate each other's projects, identifying features that they like, and features that could be improved further. **Key Vocabulary – variables, events, algorithm, value, placeholder.** **Summer 2** **Sensing** Resources- *makecode.microbit.org website* *The micro:bit will need the following peripherals:* • *A micro USB to USB lead* • *A battery pack* • *2 x AAA batteries per micro:bit (if you are using your own micro:bits, rather than those provided in the NCCE hub kits, check the battery size — some are AA)* 1. The micro:bit introduction to and exploration of the device 2. Go with the flow explore how ***if, then, else*** statements are used to direct the flow of a program. creating programs in MakeCode creating programs in MakeCode 3. Sensing inputs use the buttons to change the value of a variable using selection develop programs to update the variable by moving micro:bit using the accelerometer to sense motion.

		() of ().	learn that a variable can be displayed after it is updated or in response to an input. 4. <u>Finding your way</u> work at code level by applying knowledge from the previous lesson to make their micro:bit perform the function of a compass design a program which will enable the micro:bit to be used as a navigational device code this by adapting the completed code to make the compass. 5. <u>Designing a step counter</u> pick out features of a step counter relate those features to the sensors on a micro:bit pick out features which they will be able to include in their design design the algorithm for their step counter project connect the battery pack to their micro:bit to set it up as a portable device. 6. <u>Making a step counter</u> make a micro:bit-based step counter review their plans, create their code test and debug their code, using the emulator and then the physical device learners will need to use all four programming constructs: sequence, repetition, selection, and variables. **Key Vocabulary – emulator, controllable device, conditions, variables, senses, flow, input, output.**
	Connect	• Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.	
	Communicate	• Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.	
	Collect	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	
Music			
Unit 5: **Using Chords and Structure** How does music shape our way of life? **Unit 6:**	**Perform**	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately.	<u>Summer 1</u> **UNIT 5** Songs-Wake up, down by the riverside, Dance the night away Instrumental notes: FAbEb, crotchets quavers GABDEF# semibreves,,dotted minims, minims, dotted crotchets, crotchets, quavers FGAbBbCEb minims, crotchets, dotted quavers, quavers, semiquavers Improvising- GAB Composing- FGAb **UNIT 6** songs-Heal the Earth, lets go surfin, So Amazing Instrumental notes; FGABbCD semibreve, minims, crotchets, quavers

How does music connect us with the environment?		• Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).	Improvising- FGA Composing- FGA
	Compose	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.	
	Transcribe	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.	
	Describe music	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:	

		• pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.	
P.E			
Rounders **Handball**	**Develop practical skills in order to participate,**		**Rounders** 1 – To develop the bowling action and understand the role of the bowler.

Cricket **Athletics**	**compete and lead a healthy lifestyle**	**Games** Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. **ATHLETICS** Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.	2 – To develop a batting technique. 3 – To make decisions about where and when to send the ball to stump the batter out. 4 – To develop a variety of fielding techniques and when to use them in a game. 5 – To develop long and short barriers in fielding and understand when to use them. 6 – To apply the rules and skills you have learnt to play a tournament. **Key vocabulary –** throwing, catching, bowling, tracking, fielding, retrieving, batting, organising, base, bowler, back stop, teamwork, co-operation, stump, rounder **Handball** 1 – To develop a variety of passes and know when to use each to maintain possession. 2 – To use stepping, dribbling and passing skills to create space, move towards a goal and away from defenders. 3 – To use defending skills to stop an opponent scoring. 4 – To select and apply the appropriate skill to score goals. 5 – To use defensive skills to gain possession. 6 – To maintain possession under pressure. **Key vocabulary –** throwing, catching, moving, dribbling, intercepting, shooting, passing, possession, defending, **Cricket** 1 – To develop throwing accuracy and catching skills. 2 – To develop batting accuracy and directional batting. 3 – To develop catching skills. 4 – To develop overarm bowling technique and accuracy. 5 – To develop a variety of fielding techniques and use them within a game. 6 – To develop long and short barriers and apply them to a game situation. **Key vocabulary –** underarm and overarm throw, catching, underarm and overarm bowling, long and short barrier, batting, bowler, wicket keeper, fielder, tracking, tactics, accuracy **Athletics** 1 – To work collaboratively with a partner to set a steady pace. 2 – To develop your own and others sprinting technique. 3 – To develop power, control and technique for the triple jump.

			4 – To develop power, control and technique when throwing for distance. 5 – To develop throwing with force and accuracy for longer distance. 6 – To work collaboratively in a team and develop officiating skills of measuring, timing and recording. **Key vocabulary –** pacing, sprinting, jumping for distance, push throw for distance, fling for distance, power, control, accuracy, collaboratively, jump, hop,
R.E			
Spirituality and New Religious Movements	**Understand beliefs and teachings**	Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.	**New religious movements – Rastafarianism**. Look at the Rastafarian beliefs and key symbols and their meanings. Compare with other religious symbols. Look at the Rastafarian ways of living – the **10 principles**. Can they spot any comparisons between these and the 10 commandments? Look at how **chanting, prayer and meditation** play a key role in Rastafarian religion to obtain a **heightened sense of spirituality**. Complete meditation as whole class. How did children feel afterwards? Learn about important holy days and celebrations, eg Ethiopian Christmas (7th January). Learn about the **Rastafarian Journey of Life** and their beliefs on birth and death. Find out how art, music and creativity are used as a medium for social and spiritual messages. What is the **Salvation Army** and why are they called an Army? Link back to work on the Victorians Look at key signs and symbols, including the flag and the meaning behind the different colours. Compare this to work on Rastafarian religion.
	Understand practices and lifestyles	Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.	
	Understand how beliefs are conveyed	Explain some of the different ways that individuals show their beliefs.	

			Learn about **William Booth** and why he **devoted** his life to helping others. What is a **refugee**? Learn about how the Salvation Army have supported refugees across Europe. What is a **promise**? Learn about the Salvation Army **commitment and promises.** Consider how Christians would **resolve conflicts.** At least 2 examples of spirituality/New Religious Movements. **RASTAFARIANISM & THE SALVATION ARMY** Exploring what is meant by the term 'Spirituality' and how this relates to religion as a formal system of beliefs and practices. Exploring examples of New Religious Movements and considering reasons for their rise in popularity in the 21st century. Opportunities to compare and contrast with other religions studies at KS2. **Pg: 38** **Reflect** Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. **Understand values** Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values. **Suggested ideas:** • Look at and explore both spiritual religious movements, compare and contrast. **Key vocabulary – spirituality, belief, religious movements**
RSE & PSED			

Relationships (Spring)	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage	what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	
	Safe relationships Recognising and managing pressure; consent in different situations	to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online- through computing • what consent means and how to seek and give/not give permission in different situations	
	Respecting ourselves and others	about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view	

	Expressing opinions and respecting other points of view, including discussing topical issues	• how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	
Living in the Wider World (Spring)	**Belonging to a community** Value diversity Challenge discrimination and stereotypes	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	
	Media literacy and Digital resilience Evaluate media sources Share things online safely	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact	
	Money and Work Understand influences and	• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money	

	attitudes to money Know about money and financial risks	• how having or not having money can impact on a person's emotions, health and wellbeing • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks	
Health and Wellbeing (Summer)	**Physical health and Mental wellbeing** Understand what affects mental health and ways to take care of it How to deal with change, loss and bereavement Manage time online	• that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed	**<u>Summer Term 2</u>**

		• about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online	
	Growing and changing Understand human reproduction and birth Increase independence Manage transitions	• to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception[2] • about the responsibilities of being a parent or carer and how having a baby changes someone's life	**Summer Term 1** 1) Recap pupils' understanding of changes that occur to males and females during puberty. Recap pupils' understanding about hygiene as the human body changes. 2) **Summer Term 2** **Transition- to be covered in the weeks coming up to the end of term**
	Keeping safe How to keep personal information safe	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves	Covered in Spring term as well as internet Safety talk from LCC visitor.

	Understand regulations and choices Know about drug use and the law Know about drug use and the media	• to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming	
MFL			
French **Habitats** **La classe**	**Read fluently** This concept involves recognising key vocabulary and phrases.	• Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.	**Summer 1** Habitats **Summer 2** La Classe
	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	• Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin)to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.	

	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	• Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.	
	Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction	• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	