

Subjects	Autumn Term 1 Space Invaders	Autumn Term 2 Amazing Animation	Spring Term 1 Sunrise on the Savannah	Spring Term 2 Life as a Victorian Child	Summer Term 1 Tree Top Adventures	Summer Term 2 Groovy Greeks
<b>Immersion and Trips</b>	Space Centre Trip to the Cathedral to see the Earth	Cinema Visit (depending on the animations)	Lion King Musical	Stibbington	Go Ape adventure	Greek Feast – dressed as Greeks Olympic Day
<b>Celebrations / Parental engagement</b>	Presentation on planets Parents Evening Celebration Assemblies	Parent Workshops QLAs	Parents Evening Singing assembly to parents	Victorian Tea Party		Class Assembly – The Ancient Greeks
<b>English / Guided Reading</b>	Narrative - Power of Reading – Storm breaker  Non-chronological report  Poetry – Power of Reading book – Cosmic Disco	Flick books – Instructional writing  Entertain – Play scripts  Narrative – linked to Cinema Visit	Narrative – The Butterfly Lion  Poetry - Power of Reading – The Carnival of the Animals	Narrative – Street Child – Power of Reading  Oliver Twist  Recount – Diary writing.	Writing to Persuade – Tree top leaflet	The Power of Reading – There’s a Boy in the Girls’ Bathroom Diary writing  Narrative – Percy Jackson
<b>Reading objectives</b>  <b>To be covered throughout the year using the units outlined above.</b>	<p>Identify features, themes and conventions of a range of fiction and non fiction text types.            Draw on evidence within text to explain how themes emerge and conventions are applied in a range of genres and conventions of fiction and non fiction.            Make developed inferences drawing on evidence from the text.            Explain and justify inferences providing evidence from the text to support reasoning.            Make developed predictions that are securely rooted in the text.            Show an understanding of the meaning of vocabulary in context.            Summaries main ideas, events, characters and information in fiction and non fiction            Identify language, structural and presentational features used.            Use key information and events to explain character’s actions and motivations            Explain the purpose of the language structure and presentation of texts            Retrieve key details and quotations from fiction and non fiction to demonstrate understanding of character , events and information.            Make accurate and appropriate comparisons within texts            Correctly distinguish between statements, facts and opinion            Identify range of figurative language and explain the effect on the reader.</p>					
<b>Writing Objectives</b>  <b>To be covered throughout the year using the units outlined above.</b>	<b>Handwriting</b> I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).		<b>Spelling</b> I spell some words with ‘silent’ letter. (e.g. knight, psalm, solemn) I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)		<b>Spelling</b> I can spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)  <b>Composition</b> My settings are used to not only create atmosphere, but also to indicate a change.	

	<p><b>Spelling</b> I form verbs with prefixes, for example, dis, de, mis, over and re. I use the first three or four letters of a word to check spelling, meaning or both in a dictionary. I begin to proof read my work for spelling and punctuation errors.</p> <p><b>Composition</b> My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade. I organise writing into paragraphs to show different information or events. (TIP TOP –Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed-main point, topic, event, idea with an explanation or additional detail)</p> <p><b>Grammar</b> I ensure the correct and consistent use of tense throughout a piece of writing. I start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time-Later, When the, As the dawn broke,) (adverbials of place-nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner-as quick as a flash, with legs swinging in the air,) I use a thesaurus for alternative word choices.</p> <p><b>Punctuation</b> I use commas to clarify meaning or avoid ambiguity in writing.</p>		<p><b>Composition</b> I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with) I develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). I add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...’).</p> <p><b>Grammar</b> I use stylistic devices to create effects in writing. (simile, metaphor, personification) I use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...) I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence) I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><b>Punctuation</b> I use colons to introduce a list. I use inverted commas and other punctuation to accurately indicate direct speech.</p>		<p>Models from my reading are often used or integrated into my writing. I manage shifts in time and place effectively and guide the reader through my text.</p> <p><b>Grammar</b> I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) I choose words for deliberate effect and I use them thoughtfully and with precision.</p> <p><b>Punctuation</b> I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge).</p>	
<p><b>Maths</b></p>	<p><b>Number and place value</b> ☑I count forward or backwards in steps of powers of 10 for any given number up to 1,000,000. [SEP] I count up and down in thousandths; recognise that thousandths arise from dividing an object into 1000 equal parts and in dividing numbers or quantities by 1000. <b>Addition and Subtraction</b> I add and subtract numbers mentally with increasingly</p>	<p><b>Fractions, Decimals and Percentages x2</b> I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. [SEP] ☑I read and write decimal numbers as fractions, e.g. 0.71 = 71/100. [SEP] <b>Geometry – Properties of shape</b> I know angles are measured in degrees; [SEP]</p>	<p><b>Number and place value</b> I interpret negative numbers in context, count forwards and backwards with positive and negative numbers, including through zero. [SEP] read Roman numerals to 1000 and recognise years written in Roman numerals. [SEP] <b>Addition and Subtraction</b> I use rounding to check answers to calculations and determine, in the context of a</p>	<p><b>Measurement – Money</b> I can convert between pounds and pence I can solve problems in the context of money <b>Four operations (context money)</b> <b>Measurement – Time</b> Solve problems involving converting between units of time. [SEP] <b>Geometry - position and direction</b> <b>Geometry – Properties of shape</b></p>	<p><b>Number and Place value</b> I read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. [SEP] I round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000. <b>Addition and Subtraction</b> I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <b>Multiplication and Division</b></p>	<p><b>Statistics</b> I solve comparison, addition and difference problems using information presented in a line graph. <b>Geometry - position and direction</b> <b>Geometry – Properties of shape</b> To reflect the position of a shape [SEP] to reflect the position of a shape in all four quadrants (extension) To translate the position of a</p>

	<p>large numbers. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). <sup>[1]</sup><sub>[SEP]</sub></p> <p><b>Multiplication and Division x2</b></p> <p>I identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I multiply and divide numbers mentally drawing upon known facts. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and establish whether a number up to 100 is prime and recall prime numbers up to 19. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. <sup>[1]</sup><sub>[SEP]</sub></p> <p><b>Four Operations</b></p> <p><b>Measurement – Time</b></p> <p>To solve problems involving converting units of time.</p>	<p>I estimate and compare acute, obtuse and reflex angles. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I identify angles at a point on a straight line and 1/2 a turn (total 180°); and I identify angles at a point and one whole turn (total 360°);</p> <p>I identify other multiples of 90°; <sup>[1]</sup><sub>[SEP]</sub></p> <p>I draw given angles, and measure them in degrees. <sup>[1]</sup><sub>[SEP]</sub></p> <p><b>Measurement (length and mass)</b></p> <p><b>Measurement (volume and capacity)</b></p> <p>I estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cuboids, including cubes) and capacity (e.g. using water). <sup>[1]</sup><sub>[SEP]</sub></p> <p>I convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml). <sup>[1]</sup><sub>[SEP]</sub></p> <p>Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]. <sup>[1]</sup><sub>[SEP]</sub></p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inch- es, pounds and pints.</p> <p><b>Four operations (context volume, capacity, length</b></p>	<p>problem, levels of accuracy.</p> <p><b>Multiplication and Division</b></p> <p>I divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. <sup>[1]</sup><sub>[SEP]</sub></p> <p>solve problems involving multiplication and division using knowledge of factors and multiples, squares and cubes. <sup>[1]</sup><sub>[SEP]</sub></p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding of the equals sign. <sup>[1]</sup><sub>[SEP]</sub></p> <p><b>Fractions, Decimals and Percentages x3</b></p> <p>I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p>	<p>I identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I identify 3D shapes, including cubes and other cuboids, from 2D representations. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I use the properties of rectangles to deduce related facts and find missing lengths and angles. <sup>[1]</sup><sub>[SEP]</sub></p>	<p>I recognise and use square numbers and cube numbers, and the notation for squared<sup>2</sup> and cubed<sup>3</sup>. <sup>[1]</sup><sub>[SEP]</sub></p> <p>solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates. <sup>[1]</sup><sub>[SEP]</sub></p> <p><b>Fractions, Decimals, Percentages x3</b></p> <p>I compare and order fractions whose denominators are all multiples of the same number. <sup>[1]</sup><sub>[SEP]</sub></p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place. <sup>[1]</sup><sub>[SEP]</sub></p> <p>☑ I read, write, order and compare numbers with up to three decimal places. <sup>[1]</sup><sub>[SEP]</sub></p> <p>☑ I recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. <sup>[1]</sup><sub>[SEP]</sub></p>	<p>shape. <sup>[1]</sup><sub>[SEP]</sub></p> <p>To translate the position of a shape in all four quadrants (extension) To use a 2-D grid and coordinates in the first quadrant. <sup>[1]</sup><sub>[SEP]</sub></p> <p>To use a 2-D grid and coordinates in all four quadrants. (extension).</p> <p><b>Measurement – Volume and Capacity</b></p> <p><b>Measurement – Length and Mass</b></p> <p><b>Measurement – Money</b></p> <p>I can convert between pounds and pence</p> <p>I can solve problems in the context of money</p> <p>I estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cuboids, including cubes) and capacity (e.g. using water). <sup>[1]</sup><sub>[SEP]</sub></p> <p>I convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml). <sup>[1]</sup><sub>[SEP]</sub></p> <p>Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]. <sup>[1]</sup><sub>[SEP]</sub></p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inch- es, pounds and pints.</p> <p><b>Four operations (context – measurement)</b></p> <p>Measure and calculate the perimeter of composite</p>
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		<p><b>and mass)</b></p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p><b>Statistics</b></p> <p>I complete, read and interpret information in: tables, including timetables</p>				<p>rectilinear shapes in centimetres and metres. [1.1] Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes. [1.1] Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (inc. cubes)] and capacity [e.g. using water]</p>
<b>Science</b>	<p>Planet Earth and Space</p> <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system</p> <p>Describe the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Properties and Changes of materials</p> <p>Compare and group together everyday materials based on their properties</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p>	<p>Living things and their habitats</p> <p>Animals including Humans</p> <p>Describe the differences in the life cycles in an amphibian, mammal, insect and bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age.</p>	<p>Properties and Changes of materials</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.</p> <p>Give reasons based on evidence from comparative and fair tests of everyday materials</p>	<p>Forces</p> <p>Explain that unsupported objects fall to earth because of the force of gravity acting between the earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Working Scientifically</p> <p>Plan different scientific enquires to answer questions</p> <p>Take measurements with increasing accuracy and precision</p> <p>Record data and results using scientific diagrams and graphs</p> <p>Make predictions</p> <p>Report and present findings</p>
<b>Computing</b>	<p>Understand that you have to make choices when using technology and that not everything is true and/or safe.</p> <p>Identify ways to report concerns about content.</p>	<p>I can edit a film</p>	<p>Used technology to control an external device</p>	<p>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable and unacceptable behaviour</p>	<p>I can combine sequences of instructions and procedures.</p> <p>Design algorithms that use repetition and 2-way selection</p>	<p>I analyse and evaluate information.</p> <p>I understand how search results are selected and ranked</p>
<b>History</b>	<p>Describe events from the past using dates when things happened</p> <p>Explain how an event or events from the past has shaped our life today.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>(Walt Disney)</p>		<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality: Stibbington.</p> <p>I can explain how the lives of wealthy people were different to the lives of poorer people</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western World.</p>

				I can explain how crime and punishment has changed over a period of time		
<b>Geography</b>			<p>Explain why most cities are situated by rivers</p> <p>Explain the course of a river</p> <p>Locate and name many of the worlds most famous rivers</p>		<p>Name and local the capital cities of neighboring European countries</p> <p>I know the countries that make up the European union.</p> <p>Name and locate the worlds most famous mountainous regions.</p>	Recognize the importance of ports and the role they play in distributing goods around the world.
<b>D&amp;T</b>	<p>I can come up with a range of ideas after collecting information from a range of sources.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>I can use a range of tools and equipment competently.</p>	<p>I make a prototype for a final version</p> <p>Produce a detailed step by step plan</p>			<p>Alternative plans outlining positive features and drawbacks.</p> <p>I can explain how a product will appeal to a specific audience.</p>	I can show I can be safe and hygienic the kitchen
<b>Art &amp; Design</b>	Use images which I have created, scanned and found; altering them where necessary to create art.	Create an accurate print design following criteria	<p>Use shading to create mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p>	Express emotion in my art	Research the work of an artist and use their work to replicate a style – William Morris.	<p>Pottery painting</p> <p>Identify and draw objects and use marks and lines to produce texture</p>
<b>Music</b>	<p>Explore music created for planets</p> <p>Gustav Holst</p> <p>Listen with attention to detail and recall sounds with increasing oral memory.</p> <p>Appreciate and undertaking a high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop their own piece of music based on planet Earth.</p>		<p>Play and perform in solo and ensemble context using their voices and playing musical instruments</p> <p>Use and understand staff and other musical notations</p> <p>(African drumming)</p>	Develop and understand the history of music	<p>Improvise and compose music for a range of purposes.</p> <p>(camp fire and marshmallows)</p>	Singing Assembly
<b>PE/Games To be covered throughout the year using the</b>	<p><b>Games</b></p> <p>I gain possession by working a team. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I pass in different ways. <sup>[1]</sup><sub>[SEP]</sub></p>	<p><b>Fitness Circuits</b></p> <p>I can complete different fitness exercises</p>	<p><b>Gymnastics</b></p> <p>I make complex extended sequences. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I combine action, balance</p>	<p><b>Outdoor and adventurous</b></p> <p><sup>[1]</sup><sub>[SEP]</sub></p> <p>I follow a map into an unknown location. <sup>[1]</sup><sub>[SEP]</sub></p>	<p><b>Athletics</b></p> <p>I controlled when taking off and landing. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I throw with accuracy. <sup>[1]</sup><sub>[SEP]</sub></p> <p>I combine running and jumping. <sup>[1]</sup><sub>[SEP]</sub></p>	

<b>units outlined above.</b>	I use forehand and backhand with a racket. I can field. I choose a tactic for defending and attacking. I use a number of techniques to pass, dribble and shoot.	I can name different parts of the body affected by exercise  I can show resilience when completing activities	and shape. I perform consistently to different audiences.	I use clues and a compass to navigate a route. I change my route to overcome a problem. I use new information to change my route.		
<b>RE</b>	<p><b>Islam</b> Know the main features of a mosque and understand the use of it. Understand the significance of Makkah. I can discuss the life of Prophet Muhammad. I know the major teachings of Prophet Muhammad. I know the Qur'an is the Islamic holy book. Know the five pillars of Islam and their meanings. Explore the Muslim calendar and understand how it is different.</p> <p><b>Christianity</b> <b>Important people in Christian church</b> Find out about the different ministries in church <b>Lord's Prayer</b> Explore the origin and meaning in the lords prayer and how it is used in worship today</p> <p>Make connections between different belief and practices of all religions. Compare stories, beliefs and practices from different religions including differences and similarities.</p>		<p><b>Hinduism</b> <b>Places of worship</b> Know the main features of a mandir Understand that it is not compulsory to worship at a mandir. Find out what worshipers do when they enter the mandir Discover how a mandir acts as a community centre <b>Deities and Scriptures</b> Understand most Hindus believe in supreme spirit and Braham Different deities reflect different aspects of god. Ultimately Hindus worship 'The One' but do this through through different representations of god. <b>Dharma - Law of Karma</b> Explore the idea of Karma and how this influences Hindu life. Understand how this relates to reincarnation Understand that it is possible for the soul to break free from the cycle of reincarnation and return to a state of bliss. <b>Life as a Hindu</b> Explore the Hindu way of welcoming babies through Jatakarma, Namakarana and Head Shaving</p> <p><b>Christianity</b> <b>Christian life</b> Explore baptism and confirmation Explore how Jesus' teachings help Christians make moral decisions and lifestyle choices. Ministry of Chaplains in hospitals and prisons Beliefs about death ad life after death</p> <p><b>The Story of Creation (Bible creation stories) alongside Scientific Theories</b> Explore new testament teachings on living Christian life. Read some of Jesus's miracle stories and find out what a miracle is. <b>Easter</b> Explore stories told during Easter Understand how these relate to Christian beliefs about God, Jesus Christ and the Holy Spirit.</p>		<p><b>Buddhism</b> <b>Meaning of the word Buddha</b> Know that Buddha means 'one who is fully awake to the truth' or Enlightened and through his own efforts, the Buddha overcame greed, hatred and ignorance. <b>Temples</b> Understand that the Buddhist Community (sangha) is made up of lay people and ordained Know the features of Buddhist Centres including temples, shrines, artefacts and offerings <b>Art work</b> Explore works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened <b>Stories about and by the Buddha</b> Understand stories told about and by the Buddha, Jataka Tales and how Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy <b>Symbols</b> Explore Symbols – lotus flower, prayer wheel <b>Buddhist way of life</b> Know that Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Understand that Buddhists aspire to fearlessness, contentment, kindness, meditation Understand the Four Noble Truths: • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. Understand Samsara - continual cycle of birth and death Explore the Key festivals: • Wesak - Buddha's birthday • Dharma Day Know the Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened</p>	
<b>SMSC / PSHE</b>	<b>New beginnings</b>	<b>Say no to Bullying</b> 1a) to talk and write about their opinions, and explain their views, on issues that affect	<b>Going for Goals</b>	<b>Getting on and Falling out</b>	<b>Good to be me</b>	<b>Sex and Relationship education</b>

	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2b) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2c) that there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other; 2d) to resolve differences by looking at alternatives, making decisions and explaining choices; 3a) that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view;</p>	<p>themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.</p>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c)to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e)to recognise the different risks in different situations and then decide how to behave responsibly; 4a)to recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationship, including marriage and those between</p>	<p>1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable; 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view; 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4f) that differences and similarities between people</p>
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	3b) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.			friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.	4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.	arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
<b>MFL</b>	<p>French</p> <p>Spoken</p> <p>Simple conversations with a t least 4 exchanges</p> <p>Use knowledge of grammar to speak correctly</p> <p>Reading</p> <p>Understand a short story of factual text</p> <p>Use the context to work out unfamiliar words</p> <p>Writing</p> <p>Write a paragraph of 4-5 sentences</p> <p>Substitute words and phrases</p>					
<b>Learning Outdoors</b>	Solar system scales outside		Science investigations	Science investigations	Campfire Science DT - Mini tree houses	Mini Olympics for another year group.