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| Year 6  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
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| <b>Wider Curriculum Offer</b>   | <b>Year 6 Residential to Mount Cook</b> (Geography, PE and PSHE)   |   | <b>Ripon Museums visit</b> (History – Crime and Punishment)  |  | <b>Enterprise Week</b> – Summer Fair Stalls (Maths and PSHE)  | <b>Woodland Day</b> Children explore outdoor survival skills and learn how to make a bow and arrow by whittling. (Geography and Design Technology)<br><b>Year 6 End of Year Show</b> (PSHE and English)   |
| <b>OJS Passports</b>  | <b>Social</b> – support others in outdoor challenges during Year 6 residential.<br><b>Moral</b> – consider how to be a better global citizen through Fair Trade.                                     | <b>Spiritual</b> - visit and explore a national park.   | <b>Cultural</b> - write and perform own prose in a poetry slam.<br><b>Moral</b> - compare and contrast different faiths  | <b>Cultural</b> -perform in a musical ensemble.<br><b>Spiritual</b> - explore and appreciate specialist adaptations of living things.  | <b>Social</b> - work as a team to design and run a business.<br><b>Moral</b> - raise money for a cause.           | <b>Social</b> - create and perform a Year 6 end-of-year show.<br><b>Spiritual</b> - take part in a woodland day.<br><b>Cultural</b> - help organise a sports event.   |
| <b>Themed days and events</b>   | <b>Anti-Bullying Week</b><br><b>Harvest – Harrogate Homeless</b> The whole school donates to Harrogate Homeless, supporting our community and understanding privilege.<br><b>National Poetry Day</b> | <b>Remembrance.</b> Charity event – British Legions Brigadier visits the school, opportunity to challenge stereotypes.<br><b>Anti-bullying Week</b> Annual awareness is raised around different types of bullying, how to be an ‘upstander’ as well as the school’s STOP acronym.<br><b>Children in Need.</b> Charity event – to change the lives of children and young people across the UK.<br><b>Fire Safety.</b> Annual awareness and challenging stereotypes (female firefighter).<br><b>Christmas Jumper Day.</b> Charity event, Save the Children. | <b>Chinese New Year.</b> EDI event<br><b>World Braille Day.</b> EDI event<br><b>NSPCC Number Day.</b> Annual awareness of the different types of child abuse and how children can report abuse.<br>Charity event – prevention of cruelty to children.<br><b>Mental Health Awareness Week</b><br><b>Safer Internet Day.</b> Annual awareness of online safety | <b>Comic Relief / Sports Relief.</b> Charity event – a just world, free from poverty.<br><b>World Book Day</b><br><b>Decorated egg competition.</b> Annual community event.<br><b>British Science Week.</b> Annual event to raise awareness of science in the everyday world. Parents and carers invited into school to share expertise. | <b>French Week</b> Bi-annual celebration of French culture.   | <b>Enterprise week</b> Natwest lessons to learn about money management and team project to design own enterprise.<br><b>Summer Fair.</b> Opportunity for Year 6 pupils to run an enterprise stall which the whole school will visit.<br><b>Walk to School Day.</b><br><b>OJS Sports Afternoon</b> House Captains and Sport Leaders to help organise events. |
| <b>English</b><br><br>English is how we explore and express ourselves though reading, writing and speaking<br><br>Class Story |    |   |   |  |                              |   |
| <b>Reading</b>  | The Explorer – Katherine Rundell<br>I used to live here once – Jean Rhys<br>Mary Kingsley diary  |   | Uncle Montague’s Tales of Terror – Chris Priestley<br>Dracula – Bram Stoker<br>Room 13 – Robert Swindell   |  | We Are All Greta – Valentina Giannella<br>No-one is Too Small to Make a Difference – Greta Thunberg<br>First News |   |










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|   | <p>Aquila magazine (Amazon issue)<br/>Amazon River – Sangma Francis<br/>Refugees – Brian Bilston<br/>For the Fallen – Robert Lawrence Binyon</p> <p><b>Key comprehension skills</b> – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>  | <p>The Raven – Edgar Allan Poe<br/>The Lost Words – Robert McFarlane and Jackie Morris<br/>Moth – Isabel Thomas<br/>Picture News</p> <p><b>Key comprehension skills</b> – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>   | <p>Macbeth – William Shakespeare<br/>Macbeth – A Shakespeare Story retold by Andrew Matthews<br/>Kensuke’s Kingdom – Michael Morpurgo</p> <p><b>Key comprehension skills</b> – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval</p>   |
| <b>Writing Opportunities</b>                          | <p>Survival story (<b>writing to entertain</b>)<br/><i>The Write Stuff Unit – The Explorer</i></p> <p>Non chronological report about an Amazon animal (<b>writing to inform</b>)<br/><i>The Write Stuff Unit – Emperor Penguins</i> </p> <p><b>Promote Equality and Diversity</b> – refugee experience, colonialism in Africa</p> <p><b>Provoke Curiosity</b> – exploring of distant ecosystems (Amazon, Congo) </p> <p><b>Embed Safe Behaviours</b> – personal safety and risk assessment at Castle Head. Discussion of risk in The Explorer</p> <p><b>Democracy</b> – The Explorer, <i>Katherine Rundell</i> </p> <p><b>Respect and Tolerance</b> – Refugees, <i>Brian Bilston</i></p>                 | <p>Ghost story (<b>writing to entertain</b>)<br/><i>Own TWS unit – Dracula’s Whitby</i></p> <p>Poem based on The Lost Words (<b>writing to inform and entertain</b>)<br/><i>The Write Stuff Unit – Moth</i></p> <p>Topical discussion based on Picture News (<b>writing to discuss</b>)<br/><i>The Write Stuff Unit – Is Screen Use Making Children Lazy (Balanced Argument)</i> </p> <p><b>Promote Equality and Diversity</b> – discussion of a current equality / inclusivity issue</p> <p><b>Provoke Curiosity</b> – ghost stories and imagination, current affairs issues </p> <p><b>Respect and Tolerance</b> – The Moth</p> | <p>Hero nomination speech (<b>writing to inform and persuade</b>)<br/><i>The Write Stuff Unit – Greta Thunberg Speech</i></p> <p>Performance poetry based on Macbeth (<b>writing to entertain</b>)</p> <p><b>Promote Equality and Diversity</b> – neurodiversity </p> <p><b>Provoke Curiosity</b> – researching iconic figures </p> <p><b>Embed Safe Behaviours</b> – adapting to climate crisis </p> <p><b>Individual Liberty/Democracy/Respect and Tolerance</b> – Icons speech</p> <p><b>Rule of Law/ Democracy/ Respect and Tolerance</b> – Greta Thunberg unit</p> |
| <b>Y6 EGPS Objectives to be covered in each unit:</b> | <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> <li>• Use of the hyphen</li> <li>• Words ending in –ably and –ibly.    Words with the /i:/ sound spelt ei after c.    Words containing the letter-string ough    Words with ‘silent’ letters    Homophones    Year 6 word list</li> </ul> |   |  |
|   | <p><b>Survival story (writing to entertain)</b></p> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul>  | <p><b>Ghost story (writing to entertain)</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clause</li> </ul>  | <p><b>Fast fashion persuasive writing (to inform and persuade)</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> </ul>  |








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|   | <b>Non-chronological report about an Amazon animal (writing to inform)</b> <ul style="list-style-type: none"><li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>using modal verbs or adverbs to indicate degrees of possibility</li><li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li><li>using commas to clarify meaning or avoid ambiguity in writing</li><li>using a colon to introduce a list</li></ul> |   | <b>Poem based on The Moth (writing to inform and entertain)</b> <ul style="list-style-type: none"><li>using passive verbs to affect the presentation of information in a sentence</li><li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li><li>using hyphens to avoid ambiguity</li><li>using semicolons, colons or dashes to mark boundaries between independent clauses</li></ul> |  | <b>Shakespeare (writing/performing to entertain)</b> <ul style="list-style-type: none"><li>using expanded noun phrases to convey complicated information concisely</li><li>using commas to clarify meaning or avoid ambiguity in writing</li><li>using brackets, dashes or commas to indicate parenthesis</li></ul>   |  |
|   | <b>Topical discussion based on Picture News (writing to discuss)</b> <ul style="list-style-type: none"><li>using modal verbs or adverbs to indicate degrees of possibility</li><li>using commas to clarify meaning or avoid ambiguity in writing</li><li>using brackets, dashes or commas to indicate parenthesis</li></ul>  |   |  |  |   |  |
| <b>Creative writing journal</b>                                 | Story inspired by a short film (Literacy Shed +)<br>Mount Cook diary   |   | Story inspired by Pobble Image<br>Discussion on 'If I ruled the World...'  |  | Letter to persuade headteacher<br>Story inspired by a short film (Literacy Shed +)  |  |
| <b>Maths</b><br><br><b>Maths is the poetry of logical ideas</b> | <b>Number: Place Value</b> <ul style="list-style-type: none"><li>read, write, order, and compare numbers up to 10 000 000 and determine the value of each digit</li><li>round any whole number to a required degree of accuracy</li><li>use negative numbers in context, and calculate intervals across zero</li><li>solve number and practical problems that involve all the above</li></ul>  | <b>Number: Fractions</b> <ul style="list-style-type: none"><li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li><li>compare and order fractions, including fractions &gt; 1</li><li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li><li>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}</math>]</li></ul> | <b>Key Learning: Number: Decimals</b> <ul style="list-style-type: none"><li>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li><li>multiply one-digit numbers with up to two decimal places by whole numbers</li><li>use written division methods in cases where the answer has up to two decimal places</li></ul>                        | <b>Key Learning: Number: Algebra</b> <ul style="list-style-type: none"><li>use simple formulae</li><li>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 two variables.</li></ul><br><b>Measurement: Converting Units</b> <ul style="list-style-type: none"><li>solve problems involving the calculation and conversion of units of measure, using decimal</li></ul> | <b>Key Learning: Geometry: Properties of shape</b> <ul style="list-style-type: none"><li>draw 2-D shapes using given dimensions and angles</li><li>recognise, describe, and build simple 3-D shapes, including making nets</li><li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li></ul> | <b>Key Learning: Investigations and problem solving</b> <ul style="list-style-type: none"><li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li><li>solve problems involving addition, subtraction, multiplication, and division</li><li>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li></ul> |









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|  | <p><b>Number: Addition, Subtraction, Division and Multiplication</b></p> <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>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</li> <li>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</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>identify common factors, common multiples, and prime numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> | <ul style="list-style-type: none"> <li>divide proper fractions by whole numbers [for example, <math>3 \frac{1}{2} \div 2 = 6 \frac{1}{2}</math>]</li> <li>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{8}{3}</math>]</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b><br/>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <ul style="list-style-type: none"> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>recall and use equivalences between simple fractions, decimals, and percentages, including in different contexts.</li> </ul> <p><b>Number: Ratio</b></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> </ul> <p><b>Number: Percentages</b></p> <ul style="list-style-type: none"> <li>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul> <p><b>Year 6 Mock SATs in Class</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b><br/>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy,</p> | <p>notation up to three decimal places where appropriate</p> <ul style="list-style-type: none"> <li>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 three decimal places convert between miles and kilometers</li> </ul> <p><b>Measurement: Perimeter, area, and volume</b></p> <ul style="list-style-type: none"> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>calculate the area of parallelograms and triangles</li> <li>calculate, estimate, and compare volume of cubes and cuboids using standard units, including cubic centimeters (cm<sup>3</sup>) and cubic meters (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b><br/>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p> | <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (all four quadrants)</li> <li>draw and translate simple shapes on the coordinate plane and reflect them in the axes.</li> </ul> <p><b>Year 6 Mock SATs in Hall.</b></p> <p><b>Measures: Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average</li> </ul> <p><b>Revision SATs</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b><br/>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> | <ul style="list-style-type: none"> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>recall and use equivalences between simple fractions, decimals, and percentages, including in different contexts.</li> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b><br/>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> |
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|   | <ul style="list-style-type: none"> <li>• solve problems involving addition, subtraction, multiplication, and division</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• From OJS key vocabulary for subject.</li> </ul> <p><b>Wider Offer</b><br/>Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> |   | <p>pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month, NSPCC Number Day 2023</p> <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> |  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> | <p><b>Curriculum Threads</b></p>  <p>We are curious about links within and between areas of mathematics.</p>  <p>We learn about famous mathematicians across the world from different faiths and cultures.</p>  <p>We are safe when accessing TTRS, Numbots and Complete Maths Tutor.</p> |   |
| <p><b>Science</b></p> <p>Science is using enquiry to explain the physical and natural world</p> | <p><b><u>The nature library</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups</li> </ul>   | <p><b><u>Light up your world</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> </ul> | <p><b><u>Danger! Low voltage</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a</li> </ul>   | <p><b><u>Everything changes</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide</li> </ul>   | <p><b><u>Body pump and body health</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human</li> </ul>   | <p><b><u>Secondary transition</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• identify the distinct disciplines of biology, chemistry and physics</li> </ul> |






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|  | <p>according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Division</li> <li>Genus</li> <li>Species</li> <li>Colony</li> <li>Fungi</li> <li>Arachnids</li> <li>Arthropods</li> <li>Micro-organisms</li> <li>Microbes</li> <li>Bacteria</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Children are introduced to classification keys practically, handling and grouping familiar everyday items.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>All lessons are question-led. Pupils consider the way in which different living things are grouped and suggest why particular characteristics have been chosen for classification.</p>  <p>Children recognise that there is diversity in attribute and need across all living things and explore the reasons</p> | <ul style="list-style-type: none"> <li>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>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>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> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Spectrum</li> <li>Ultra-violet</li> <li>Refraction</li> <li>Dispersion</li> <li>Periscope</li> <li>Inverted</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Children apply their learning about shadows and their formation to the creation of a shadow puppet theatre.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Lessons are investigation-led. Pupils ask questions about how we see and explore the ways in which shadows can be created and manipulated.</p>  <p>Pupils consider the different ways in which living beings experience</p> | <p>buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>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>use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Current</li> <li>Filament</li> <li>Resistance</li> <li>Resistor</li> <li>Fossil fuels</li> <li>Nuclear</li> <li>Biomass</li> <li>Wind turbine</li> <li>Hydro-electric</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Safe handling of more varied electrical items and creation of own simple, functioning circuits.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>All lessons are question-led. Pupils consider differing ways of constructing circuits and explore why there is a need for this variation.</p> | <p>information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Population</li> <li>Variation</li> <li>Inheritance</li> <li>Adaptation</li> <li>Selective breeding</li> <li>Genes</li> <li>Genetics</li> <li>DNA</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Handling of fossils.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Lessons begin with a question that supports child-led investigation. Children explore the ways in which living things have changed over a period of time and suggest reasons for these adaptations.</p>  <p>Children explore the similarities and differences between parents and their offspring and between varied living beings.</p> <p>Pupils learn that, whilst families share DNA, there remains genetic diversity</p> | <p>circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Circulation</li> <li>Aorta</li> <li>Vena cava</li> <li>Artery</li> <li>Capillary</li> <li>Deoxygenated</li> <li>Oxygenated</li> <li>Plasma</li> <li>Platelets</li> <li>Chamber</li> <li>Valve</li> <li>Ventricle</li> <li>Atrium</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Cross-curricular application of scientific learning in PE lessons.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Lessons are investigation-led. Pupils ask questions about their own health and explore</p> | <ul style="list-style-type: none"> <li>begin to see the connections between these subject areas in preparation for further study at Key Stage 3.</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Visits from and to local secondary schools, offering opportunities to work in scientific laboratories and develop familiarity with Key Stage 3 expectations.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children are prepared for secondary study and begin to explore the expectations around and essential elements of safe scientific investigation within a formal laboratory setting.</p> |
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|  | <p>behind the characteristics chosen for different classifications.</p>  <p>Pupils identify micro-organisms and recognise that some can be harmful to human health.</p> <p><b>Fundamental British Values</b><br/>Discussion around <b>Respect and Tolerance</b> when identifying the characteristics used to classify and group different species.</p> | <p>light and vision, including people of varied biological sex and age.</p>  <p>Pupils discuss the importance of keeping our eyes safe from the sun and opportunity to put into practice ways to mitigate this risk.</p> <p>Discussions around sunlight also offer opportunities to embed safe sun behaviours.</p> <p><b>Fundamental British Values</b><br/><b>Respect and Tolerance</b> are considered when exploring the different ways in which people may experience light and vision, or may not experience light and vision at all.</p> <p><b>Individual Liberty</b> is raised as children consider that they have a right to choose the way in which they protect themselves from the potentially harmful impact of sun exposure.</p> |  <p>Children consider variations in functionality of differing components of a circuit and suggest why variability is an essential feature of these items.</p> <p>Pupils explore the harmful impact of the use of fossil fuels and recognise that minimising this is a universal responsibility.</p>  <p>Children learn about the dangers associated with electricity and learn how to protect themselves when using electrical equipment.</p> <p>Pupils discuss the negative effects of the use of fossil fuels upon the environment and their own physical health.</p> <p><b>Fundamental British Values</b><br/><b>Individual Liberty</b> is discussed when children explore different forms of electricity and recognise that they have the right to choose the quantity and type of power they use.</p> <p>The <b>Rule of Law</b> is referenced when fossil fuels are considered, as well as the steps governments are taking to reduce carbon consumption. <b>Democracy</b> may subsequently be raised as pupils consider from where governments making</p> | <p>and differences in character even among members of the same family.</p> <p>Children discuss the varied needs of different species and explain why this variability is essential for the health and survival of all.</p>  <p>Children are taught both the positive and negative consequences of selective and cross-breeding of species.</p> <p><b>Fundamental British Values</b><br/><b>Respect and Tolerance</b> are discussed as children learn that even within families there exist differences of genetics and personality.</p> <p>Conversations around selective and cross-breeding involve the <b>Rule of Law</b> as children are taught why some breeding choices are legally prohibited.</p> | <p>ways in which to maximise this.</p>  <p>Pupils consider whether characteristics including biological sex and age impact heart function, dietary requirements or physical ability.</p>  <p>Pupils learn about the impact of drugs including nicotine on the human body.</p> <p>Children investigate the requirements for healthy living and the potential impact of unhealthy behaviours.</p> <p><b>Fundamental British Values</b><br/><b>Respect and Tolerance</b> are considered when exploring the different experiences people may have of heart health.</p> <p><b>Individual Liberty</b> is raised as children learn they have the right to choose how they support their own health.</p> <p>The <b>Rule of Law</b> is an essential element of learning about drug use.</p> |  |
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|  |  |   | these decisions receive their mandates.  |  |   |  |
| <b>History and Geography</b><br><br><b>History is the study of people and change over time</b><br><br><b>Geography is the study of people and places</b> | <b><u>Islamic Civilisation</u></b><br><b>Key Learning Objectives</b> <ul style="list-style-type: none"><li>a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900</li><li>Know some key facts about Baghdad and give some reasons to explain how it became a major world power.</li><li>Demonstrate an understanding of how the work of the early Islamic doctors impacted on modern medicine.</li><li>Understand the impact of some early Islamic inventions on the wider world.</li></ul><br><b>Key Vocabulary</b> <ul style="list-style-type: none"><li>Caliph</li><li>Dynasty</li><li>Siege</li></ul><br><b>Wider Offer</b> <ul style="list-style-type: none"><li>Replica handling objects</li></ul><br><b>Curriculum Threads</b><br><br>Pupils will learn that development doesn’t happen at the same pace across the world making Baghdad much more advanced than Viking Britain.<br><br>Pupils will use evidence to question what the ancient city of Baghdad looked like and which features made it an unusual city. | <b><u>Local Study – Peak District</u></b><br><b>Key Learning Objectives</b> <ul style="list-style-type: none"><li>Locate Bradford on different maps in relation to Harrogate.</li><li>Use the 8 points of a compass, know 4-figure and 6-figure grid references and use an Ordnance Survey Map confidently.</li><li>Describe the land use of the local area and how this may have changed over time.</li></ul><br><b>Key Vocabulary</b> <ul style="list-style-type: none"><li>Trade</li><li>Derelict</li><li>Economy</li><li>Urban</li><li>Rural</li><li>Congestion</li></ul><br><b>Wider Offer</b> <ul style="list-style-type: none"><li>Virtual fieldtrip</li><li>FSC Castle Head residential</li></ul><br><b>Curriculum Threads</b><br><br>Pupils will safely observe, record and present fieldwork findings through research.<br> | <b><u>Crime and Punishment through time</u></b><br><b>Key Learning Objectives</b> <ul style="list-style-type: none"><li>Changes in an aspect of social history, crime and punishment</li><li>Recognise how views of crime and punishment have been influenced and shaped by successive occupation (Romans, Anglo-Saxons, Vikings, Normans)</li><li>Compare and contrast aspects of Crime and Punishment eg Viking Weregild and modern prison or compensation.</li></ul><br><b>Key Vocabulary</b> <ul style="list-style-type: none"><li>Court</li><li>Diversity</li><li>Execution</li><li>Millennium</li><li>Migration</li><li>Revolt</li></ul><br><b>Wider Offer</b> <ul style="list-style-type: none"><li></li></ul><br><b>Curriculum Threads</b><br><br>Pupils are curious about what laws exist today and the origins of these. Pupils natural sense of justice in aroused when learning about laws against religion or excluding women.<br><br>Pupils will discover that progress goes backwards and forwards, for example | <b><u>Earth Matters</u></b><br><b>Key Learning Objectives</b> <ul style="list-style-type: none"><li>Know the structure of the earth and understand the ways tectonic plates move.</li><li>Describe the features of a volcano and how earthquakes and tsunamis happen.</li><li>Describe the causes and impacts of case studies of volcanoes, earthquakes and tsunamis.</li><li>Describe how communities prepare for an earthquake, volcano or tsunami.</li></ul><br><b>Key Vocabulary</b> <ul style="list-style-type: none"><li>Magnitude</li><li>Landslide</li><li>Aftershock</li><li>Magma</li><li>Dormant</li><li>Fault</li><li>Tsunami, earthquake, volcano</li></ul><br><b>Wider Offer</b> <ul style="list-style-type: none"><li>Virtual fieldtrip</li></ul><br><b>Curriculum Threads</b><br><br>Pupils will listen to the stories of people and places in the Himalayas by engaging and understanding alternative perspectives.<br><br>Pupils will know and use different map representations; in Year 4 pupils will use the Robinson, Dymaxion and Mercator projections. | <b>Fundamental British Values</b><br><b>Individual Liberty</b><br>Through the discussion of where an individual would decide to live and why. |  |










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|   |  |   | <p>During fieldwork studies, pupils will visit variety of residential, recreation areas understanding patterns and the needs to suit needs of community.</p> <p><b>Fundamental British Values</b><br/><b>Respect and Tolerance</b> through exploration of another location near Harrogate.</p>  | <p>where the Vikings had women lawmakers, but the Victorians didn't.</p>  <p>Pupils will understand the importance of knowing the laws of a land to keep themselves and others safe. They will also appreciate that laws change and are shaped by the society that makes them.</p> <p><b>Fundamental British Values</b><br/><b>Rule of Law</b> through discussions about changes and continuation in law through the time periods.<br/><b>Democracy</b> through changes and continuation in ideas about democracy (e.g. Vikings, introduction to democratic decisions) through the time periods.</p>   |   |  |
| <p><b>Music</b></p> <p><b>Music is the organisation of sound in order to express ourselves.</b></p> | <p><b>Hey, Mr Miller</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>•Compose a syncopated melody using the notes of the C Major Scale.</li><li>•Sing a syncopated melody accurately and in tune.</li><li>•Sing and play a class arrangement of the song with a good sense of ensemble.</li><li>•Listen to historical recordings of big band swing and describe features of the music using musical vocabulary.</li></ul> <p><b>Key Vocabulary</b><br/>Swing Rhythm<br/>Accompaniment<br/>Stave notation<br/>Triads<br/>Timbre<br/>Aural skills</p> <p><b>Wider Offer</b><br/>-Choir<br/>-Individual Peripatetic lessons</p> <p><b>Curriculum Threads</b></p> | <p><b>Shadows</b></p> <p><b>Composing for protest!</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Explore the influences on an artist by comparing pieces of music from different genres.</li><li>• Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li><li>• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</li><li>• Create a shadow movement piece in response to music.</li></ul> <p>•Create their own song lyrics.</p> <ul style="list-style-type: none"><li>• Fit their lyrics to a pulse, creating a chant.</li><li>• Write a melody and sing it.</li><li>• Structure their ideas into a complete song.</li></ul> <p><b>Key Vocabulary</b><br/>Artists, influences, , musical genres (country, electronic dance music, rock, classical, soul).</p> | <p><b>Dona nobis pacem</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</li><li>• Sing a round accurately and in a legato style.</li><li>• Sing a chorus in two-part harmony with dancing on the beat.</li><li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li></ul> <p><b>Key Vocabulary</b><br/>Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony.</p> <p><b>Wider Offer</b></p> | <p><b>You to me are everything</b></p> <p><b>Twinkle variations</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li><li>• Learn some simple choreography to accompany a disco song.</li><li>• Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li></ul> <p>•Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline.</p> <ul style="list-style-type: none"><li>• Decipher a graphic score.</li><li>• Play Twinkle, twinkle, little star.</li></ul> <p><b>Key Vocabulary</b><br/>1970s soul music, comparing cover versions.<br/>Composing tool, theme and variations form, passacaglia, improvisation.</p> <p><b>Wider Offer</b><br/>-Choir</p> | <p><b>Race!</b></p> <p><b>Exploring identity through song</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Create an accompaniment.</li><li>• Create an extended melody with four distinct phrases.</li><li>• Experiment with harmony.</li><li>• Structure ideas into a full soundtrack.</li></ul> <p>•Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.</p> <p><b>Key Vocabulary</b><br/>Composition, accompaniment.</p> | <p><b>Ame sau vala tara bal</b></p> <p><b>Key learning objectives:</b></p> <ul style="list-style-type: none"><li>• Create a rhythmic piece for drums and percussion instruments.</li><li>• Sing the chorus of Throw, catch in three-part harmony with dancing.</li><li>• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</li><li>• Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</li></ul> <p><b>Key Vocabulary</b><br/>Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical).</p> <p><b>Wider Offer</b><br/>-Choir<br/>-Individual Peripatetic lessons</p> |



















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|   |   | <p>Lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>-Choir</li> <li>-Individual Peripatetic lessons</li> <li>-Opportunities to perform in Christmas music assembly</li> </ul> <p><b>Curriculum Threads</b></p> <p><b>Fundamental British Values</b><br/>Discussions around <b>Respect and Tolerance</b>, learning about traditions and beliefs of other cultures.</p>   | <p>-Choir</p> <p>-Individual Peripatetic lessons</p> <p><b>Curriculum Threads</b></p>  | <p>-Individual Peripatetic lessons</p> <p>-Performance opportunities at Harrogate Competitive Festival</p> <p><b>Curriculum Threads</b></p>   | <p>Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>-Choir</li> <li>-Individual Peripatetic lessons</li> </ul> <p><b>Curriculum Threads</b></p>   | <p>-Performance opportunities in summer assemblies</p> <p><b>Curriculum Threads</b></p>    |
| <p><b>MFL</b></p> <p><b>MFL is the study of language and cultures</b></p> | <p><u><b>Au Café</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to order a range of snacks and drinks</li> <li>• Understand and justify likes and dislikes</li> <li>• Learn to understand prices</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Vous désirez?</li> <li>• Je voudrais...</li> <li>• C'est combien?</li> <li>• parce que...</li> <li>• Voila!</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Register language - French</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b><br/>Respect and Tolerance</p> | <p><u><b>Au Café</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to order a range of snacks and drinks</li> <li>• Understand and justify likes and dislikes</li> <li>• Learn to understand prices</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Vous désirez?</li> <li>• Je voudrais...</li> <li>• C'est combien?</li> <li>• parce que...</li> <li>• Voila!</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b><br/>Respect and Tolerance</p> | <p><u><b>Portraits</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to describe themselves and other people</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Il/Elle est...</li> <li>• Il/Elle a...</li> <li>• Est-ce que c'est..</li> <li>• C'est qui?</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p><b>British Values</b><br/>Respect and Tolerance</p> | <p><u><b>Portraits</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to describe themselves and other people</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Il/Elle est...</li> <li>• Il/Elle a...</li> <li>• Est-ce que c'est...</li> <li>• C'est qui?</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Register language</li> </ul> <p><b>Curriculum Threads</b></p>  <p>During French week, children discuss safe research.</p> <p><b>British Values</b><br/>Respect and Tolerance<br/>Being respectful of peoples' characteristics</p> | <p><u><b>Destinations</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn names of countries in French</li> <li>• Learn shape names</li> <li>• Learn to describe nationality, where they are from and the language they speak</li> <li>• Learn how to describe holiday plans</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Je suis...</li> <li>• J'habite à ...</li> <li>• francais etc.</li> <li>• Où vas-tu?</li> <li>• Je vais en/au/aux...</li> <li>• Je vais (voir) etc.</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Register language</li> </ul> <p><b>Curriculum Threads</b></p> | <p><u><b>Destinations</b></u></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn names of countries in French</li> <li>• Learn shape names</li> <li>• Learn to describe nationality, where they are from and the language they speak</li> <li>• Learn how to describe holiday plans</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Je suis...</li> <li>• J'habite à ...</li> <li>• francais etc.</li> <li>• Où vas-tu?</li> <li>• Je vais en/au/aux...</li> </ul> <p>Je vais (voir) etc.</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Register language</li> </ul> <p><b>Curriculum Threads</b></p> |










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|   | Interacting respectfully with a French speaker (typical café dialogue)   |  |  |  |   <p><b>British Values</b><br/>Respect and Tolerance<br/>researching the cultures and customs of other countries.</p>   |   <p><b>British Values</b><br/>Respect and Tolerance</p>   |
| <p><b>P.E</b></p> <p><b>PE is engaging in physical activity, competitive sport and learning how to live healthy lives</b></p> | <p><b><u>Advancing my skills using netball and applying them to games</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know and demonstrate the correct technique for passing in front, signaling, and catching in netball</li> <li>Explain and demonstrate adhering to the footwork rule in drills and games</li> <li>Demonstrate three different ways to beat a defender with increased success</li> <li>Demonstrate successful interceptions using Stage 1 marking and explain what this is</li> <li>Demonstrate the correct shooting technique from different angles and distances</li> <li>Describe the different positions' roles and play different positions in Hi-5 games</li> <li>Identify, describe, and umpire the rules of Hi-5 netball</li> </ul> <p><b>Key Vocabulary</b></p> | <p><b><u>Advancing my foot-eye co-ordination skills using football and applying them to games</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Demonstrate the correct technique for dribbling while changing speed and direction</li> <li>Demonstrate the correct technique for passing and receiving on the move</li> <li>Demonstrate safe tackling technique with increased success</li> <li>Demonstrate the correct shooting technique with a consideration of tactics</li> <li>Explain what foot-eye co-ordination is and how skills link between football, hockey, and other sports</li> <li>Identify, describe, and umpire the rules of football</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Dribbling</li> <li>Handball</li> <li>Foul</li> <li>Accuracy</li> <li>Consistency</li> <li>Shooting</li> <li>Penalty</li> <li>Free kick</li> </ul> | <p><b><u>Advancing my skills using gymnastics and applying them to sequences</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know and safely demonstrate paired balances with quality</li> <li>Demonstrate the difference between counterbalance and countertension</li> <li>Describe and demonstrate the different methods of travelling in gymnastics</li> <li>Safely demonstrate jumping and rolling, on and off equipment, with fluidity</li> <li>Choreograph paired sequences, including various choreographic devices</li> <li>Assess other students' performances and give them feedback to improve</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Tension</li> <li>Extension</li> <li>Point / Patch</li> <li>Matching</li> <li>Mirroring</li> </ul> | <p><b><u>Furthering my knowledge about healthy active lifestyles using fitness</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>I can measure my pulse</li> <li>I can work out my heart rate and define what heart rate is</li> <li>I can test my fitness levels and train to improve these in lessons</li> <li>I demonstrate the ability to train continuously, in circuits, and at intervals</li> <li>I can lead a safe and effective warm up and cool down</li> <li>I can identify muscles in the body that are being trained in an activity</li> <li>I can identify and explain the body's responses to exercise</li> <li>I can identify and explain the body's adaptations to exercise</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Pulse</li> <li>Heart rate</li> <li>Oxygen</li> <li>Responses to exercise</li> <li>Breathing</li> <li>Blood</li> <li>Temperature</li> <li>Muscles</li> <li>Stretch</li> <li>Warm up</li> <li>Cool down</li> <li>Train</li> <li>Circuit training</li> </ul> | <p><b><u>Advancing my fundamental movement skills using athletics</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>I can use different running techniques for long and short distances and run at an appropriate pace.</li> <li>I can use running, jumping and throwing in isolation and in combination under pressure.</li> <li>I can throw a variety of objects in one hand for distance with good technique.</li> <li>I can evaluate a peer to improve their performance.</li> <li>I can compare my performance with previous ones and demonstrate improvement to achieve my personal best.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Jog</li> <li>Run</li> <li>Sprint</li> <li>Throw</li> <li>Jump</li> <li>Land</li> <li>Hurdles</li> </ul> | <p><b><u>Advancing my hand-eye co-ordination skills using rounders</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>I can throw underarm and overarm to a target over varying distances to get opponents out.</li> <li>I can catch a small ball two handed, and one-handed, at different heights and speeds.</li> <li>I can hit a ball using a rounders bat using the correct technique.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Catching</li> <li>Underarm</li> <li>Overarm</li> <li>Accuracy</li> <li>Consistency</li> <li>Batting</li> <li>Fielding</li> <li>Bowling</li> <li>Bowler</li> <li>Innings</li> <li>Backstop</li> <li>No ball</li> <li>Bases</li> <li>Stance</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>After school clubs for Year 3/4 and 5/6 for</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Footwork</li> <li>• Pivot</li> <li>• Replayed ball</li> <li>• Held ball</li> <li>• Offside</li> <li>• Interception</li> <li>• Dodging</li> <li>• Contact</li> <li>• Obstruction</li> <li>• Stage 1 / Man to Man marking</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Weekly netball clubs for Year 3/4 and 5/6 all of Autumn Term</li> <li>• Competing in netball tournaments</li> <li>• Students told about local clubs</li> </ul> <p><b>Curriculum Threads</b><br/>Pupils will consider how the technique of the different skills link with each other, when they should be used in a game (and how to decide), and how the technique can link with skills in other sports.</p>  <p>Netball is being offered as a mixed sport for both boys and girls. Children will be prompted to think about the popularity of women's netball in comparison to men's sports like football despite the successes of our women's netball team - televised, role models, pay, media, etc.</p>  <p>Pupils will learn the rules and positions of Hi-5 netball to</p> | <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Competing in football tournaments</li> <li>• Students told about local clubs</li> <li>• A football club offered for Year 3/4 and 5/6 all of Spring Term</li> <li>• Working with Harrogate Town FC to do physical activity competitions between local schools such as the October Challenge</li> </ul> <p><b>Curriculum Threads</b><br/>There is a large emphasis in this unit of work on building on and securing skills previously learned in Unihoc and football lessons, and what foot-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ between Unihoc, Quicksticks and football. Other sports (particularly invasion games) will also be considered.</p>  <p>Football and hockey are being offered as a mixed sport for both boys and girls. Children will be prompted to think about the popularity of women's football in comparison to men's sports like football despite the successes of our women's team - televised, role models, pay, media, etc. Promotion of girls' football through mixed gender PE and promotion of clubs / competing in girls' football competitions.</p>  | <ul style="list-style-type: none"> <li>• Counterbalance</li> <li>• Countertension</li> <li>• Canon / Unison</li> <li>• Choreographic devices</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Students told about local clubs</li> <li>• Competing in gymnastics festivals and competitions</li> </ul> <p><b>Curriculum Threads</b><br/>Pupils will consider how the different components of fitness required for gymnastics (balance, flexibility, strength, muscular endurance) of the different skills in gymnastics how these components can be linked to, and are useful for, other sports.</p>  <p>Safety will be a large emphasis in every gymnastics lesson. Pupils will be taught how to set out mats safely, perform different skills safely, perform in pairs safely, and how to work safely on equipment.</p>  <p><b>Fundamental British Values</b><br/>Discussions around <b>Respect and Tolerance and Democracy</b>, working as a team, varying roles fairly and coaching others with kindness.</p> | <ul style="list-style-type: none"> <li>• Continuous training</li> <li>• Interval training</li> <li>• Strength</li> <li>• Endurance</li> <li>• Speed</li> <li>• Bicep</li> <li>• Tricep</li> <li>• Quadricep</li> <li>• Hamstring</li> <li>• Calf</li> <li>• Abdominals</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Links to science lessons when the focus is biology</li> <li>• Disability in Sport week</li> </ul> <p><b>Curriculum Threads</b><br/>Pupils will participate in a Disability in Sport week in the final week of half-term. They will have a talk from a Commonwealth / Invictus / Paralympic athlete who will do an assembly on their disability, their sport, etc to raise awareness. They will also participate in disability sports in their PPA PE lessons this week.</p>  <p>Pupils will be learning about the human body and its responses to exercise. They will be taught basic biology of what happens in your body when you exercise. Because of this, lots of questioning will be used and class discussions to impart and consolidate this knowledge.</p>  <p>Pupils will be taught how to warm up and cool down safely and effectively to prevent injury. They will learn the importance of this. They will also be taught the correct techniques for exercises, so they can complete them</p> | <ul style="list-style-type: none"> <li>• Long jump</li> <li>• Record</li> <li>• Measure</li> <li>• Personal best</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Participating in athletics festivals, events and competitions</li> <li>• Participating in cross country meets</li> <li>• Promoting local clubs e.g. Harrogate Harriers</li> <li>• Sports Afternoons</li> </ul> <p><b>Curriculum Threads</b><br/>Pupils will consider how the technique of the different fundamental skills can link with skills in other sports. They will explore when those FMS are used in other sports and activities (running, throwing, jumping).</p>  <p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when throwing and jumping is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely and land safely. Soft equipment will be used.</p>  <p><b>Fundamental British Values</b><br/>Discussions around <b>Respect and Tolerance and</b></p> | <p>striking and fielding in Summer term</p> <ul style="list-style-type: none"> <li>• Competing in cricket and rounders tournaments</li> </ul> <p><b>Curriculum Threads</b><br/>There is a large emphasis in this unit of work on the links between cricket and rounders, and what hand-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (e.g. net/wall) will also be considered to draw links.</p>  <p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when batting is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely. Soft balls and plastic bats/equipment will be used.</p>  <p><b>Fundamental British Values</b><br/>Discussions around <b>Respect and Tolerance and Democracy</b>, working as a team, varying roles fairly and coaching others with kindness.</p> |
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|   | <p>allow them to play safely (contact), and how to also behave safely within the lesson in different drills and games (e.g. reminders of how hard to pass the ball depending on the distance and how to catch properly).</p>  <p><b>Fundamental British Values</b><br/>Discussions around <b>Respect and Tolerance and Democracy</b>, working as a team, varying roles fairly and coaching others with kindness.</p>  | <p>Pupils will be taught how to safely perform skills in football and how to behave safely in lessons adhering to the rules of the game. Spatial awareness will be taught and enforced to support this.</p>  <p><b>Fundamental British Values</b><br/>Discussions around <b>Respect and Tolerance and Democracy</b>, working as a team, varying roles fairly and coaching others with kindness.</p>   |   | <p>safely in the lesson and in their own time.</p>  <p><b>Fundamental British Values</b><br/>Discussions around <b>Individual Liberty</b>, making personal goals and choices.</p>  | <p><b>Democracy</b>, working as a team, varying roles fairly and coaching others with kindness.</p> |  |
| <p><b>ART and DT</b></p> <p><b>Art is Expressing feelings and ideas creatively.</b></p> <p><b>DT is planning, designing and creating products</b></p> | <p><b><u>Mosaics</u></b></p> <p><b>Key Learning Objectives</b></p> <p>To improve their mastery of art and design techniques, including drawing and sculpture (mosaic).</p> <p>Learn about great artists – Local artizans.</p> <p>Use a mixture of mediums to create quick representations of the human form. Including ripped sugar paper, pencils, chalks, graphite blocks, charcoal.</p> <p>Mosaics - Artizan members (6 weeks with Artizan)</p> <p>Design and create mosaics as a cohort, working collaboratively on whole pieces, supported by adults with different abilities.</p> <p>Develop personal sketchbooks.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>Mosaic, grout, tessellate, nippers, disability, differently abled, collaboration</li></ul> <p><b>Wider Offer</b></p> | <p><b><u>Ceramics – Sculpture Looking at the Human Form</u></b></p> <p><b>Key Learning Objectives</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and sculpture including clay.</p> <p>Learn about great artists and designers</p> <p>Explore the human form in a variety of ways including drawing, painting and collage. Explore the contours of the human form to inform their clay sculpture.</p> <p>Explore different clays and what they are used for. Explore pottery and it’s uses, including decorative.</p> <p>From a given brief, design and make a ceramic sculpture. Develop prototypes using plasticine/playdough to inform designs.</p> <p>Discuss and select the appropriate clay for their sculpture, hand building clay for this project. Develop mastery of using clay and develop technical skills including joining and burnishing as sculptures will be fired but not glazed.</p> <p>Develop personal sketchbooks.</p> | <p><b><u>Drawing and Painting – Light and Shadows</u></b></p> <p><b>Key Learning Objectives</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and painting.</p> <p><b>Key Vocabulary</b></p> <p>Highlight, center light, halftone, terminator, form shadow, core shadow, cast shadow, reflected light, occlusion light</p> <p><b>Wider Offer</b></p> <p><b>Curriculum Threads</b></p> <div></div> <div></div> <p>Look at a range of designers/makers. e.g. Vincent Ball</p> | <p><b><u>Electronical and Mechanical Systems – Game - Computer Aided Design</u></b></p> <p><b>Key Learning Objectives</b></p> <p>Electrical and Mechanical Systems<br/>Design and build a new electronic game designed to move and use electric circuits within the design.</p> <p>Digital World - Design for a purpose</p> <p>3D CAD - Tinkercad – Design a straw rollercoaster</p> <p><a href="#">How to Build a Straw Roller Coaster : 10 Steps (with Pictures) - Instructables</a></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"><li>CAD, visual concepts, rendering, simulation, programme, software, engineering, technological advances</li><li>-</li><li>Climate change, fossil fuels, innovation technologies, haybox, thermal cookers</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>Visitors – Story Engineering</li><li>Inviting parents and guardians in to work alongside the pupils on this project.</li></ul> |   |  |




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|  | <ul style="list-style-type: none"><li>Working with members of the wider community – Artizan.</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <div><p>Working with members of Artizan promoting equality and diversity, giving opportunities for pupils to work alongside adults with different needs within our local community. Experiencing first hand the diverse and inclusive</p></div> <div><p>Opportunities to be naturally curious and asking questions surrounding disability. (Booklet from Artizan highlighting these, shared with class teachers to discuss in class in between Artizan sessions.).</p></div> <div><p>Safe use of mosaic cutters, sharp edges of tiles and learning how to be careful when using new tools.</p></div> <p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity</p> <p><b>Respect and Tolerance</b> of our own and others’ differences</p> |  | <p><b>Key Vocabulary</b><br/>Hand building, joining, burnishing, decorative, form.</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>Using a kiln to fire their work</li></ul> <p><b>Curriculum Threads</b></p> <div></div> <div><p>Explore a variety of clays and fire their work in a kiln.</p></div> <div><p>Using ceramic tools correctly and safely.</p></div> <p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity and design.</p> |   | <div><p>Changing the environment to provoke curiosity.</p></div> <p><b>British Values</b></p> <p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity and design.</p>  |   | <p><b>Curriculum Threads</b></p> <div></div> <div><p>Story Engineering - Introducing and working with a diverse team of engineers within the classroom</p></div> <div><p>Exploring Tinkercad programme to develop their own designs onto a computer</p></div> <div><p><b>British Values</b></p><p><b>Individual liberty</b> through the multiple personal choices that is essential to creativity</p></div> |  |
| <p><b>Computing</b></p> <p><b>Computing is the safe use of technology to enhance our lives</b></p> | <p><b><u>Online Safety</u></b><br/><b><u>Coding</u></b></p> <p><b>Key Learning Objectives</b></p> <p>-Design a playable game with a timer and a score.</p> <p>-Plan and use selection and variables.</p> <p>-Understand how the launch command works.</p> <p>-Use functions and understand why they are useful.</p>  | <p><b><u>Spreadsheets</u></b></p> <p><b>Key Learning Objectives</b></p> <p>-Use a spreadsheet to investigate the probability of the results of throwing many dice.</p> <p>-Use a spreadsheet to calculate the discount and final prices in a sale.</p> <p>-Use a spreadsheet to plan how to spend pocket money and the effect of saving money.</p> | <p><b><u>Blogging</u></b></p> <p><b>Key Learning Objectives</b></p> <p>-Identify the purpose of writing a blog.</p> <p>-Identify the features of a successful blog.</p> <p>-Plan the theme and content for a blog.</p> <p>-Understand how to write a blog and a blog post.</p>  | <p><b><u>Text Adventures</u></b></p> <p><b>Key Learning Objectives</b></p> <p>-Find out what a text adventure is.</p> <p>-Use 2Connect to plan a story adventure.</p> <p>-Make a story-based adventure using 2Create a Story.</p> <p>-Introduce an alternative model for a text adventure which has a less sequential narrative. -Use written</p> | <p><b><u>Networks and Quizzing</u></b></p> <p><b>Key Learning Objectives</b></p> <p>-Learn about what the Internet consists of.</p> <p>-Find out what a LAN and a WAN are.</p> <p>-Find out how the Internet is accessed in school.</p> <p>-Research and find out about the age of the Internet.</p> | <p><b><u>Understanding Binary</u></b></p> <p><b>Key Learning Objectives</b></p> <p>-Examine how whole numbers are used as the basis for representing all types of data in digital systems.</p> <p>-Recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits,</p> |   |  |

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|  | <p>-Understand how functions are created and called.</p> <p>-Use flowcharts to create and debug code.</p> <p>-Create a simulation of a room in which devices can be controlled.</p> <p>-Understand how user input can be used in a program.</p> <p>-Identify secure sites by looking for privacy seals of approval.</p> <p>-Review the meaning of a digital footprint.</p> <p>-Understand how information online can persist.</p> <p>-Understand the importance of balancing game and screen time with other parts of their lives.</p> <p>-Identify the positive and negative influences of technology on health and the environment.</p> <p><b>Key Vocabulary</b><br/>Secure websites, PEGI ratings, screenshot, location sharing Concatenation, execute, launch command, procedure, turtle object, x and y properties</p> <p><b>Curriculum Threads</b></p>  Create a game to share <p><b>Fundamental British Values</b><br/><b>Rule of Law</b> through discussions about privacy and personal information.<br/><b>Respect and Tolerance</b> through discussion of respect online.</p> | <p>-Use a spreadsheet to plan a school party or fundraising event.</p> <p><b>Key Vocabulary</b><br/>Dice tool, expense, move cell tool, probability</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Hour of the Code (December)</li> </ul> <p><b>Curriculum Threads</b></p>  Create a spreadsheet for a class party or link to Summer Fair.  Create an inclusive spreadsheet. | <p>-Consider the effect upon the audience of changing the visual properties of the blog.</p> <p>-Understand how to contribute to an existing blog.</p> <p>-Understand how and why blog posts are approved by the teacher.</p> <p>-Understand the importance of commenting on blogs.</p> <p><b>Key Vocabulary</b><br/>Approval, commenting, vlog, blog, archive, blog post, nodes</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Safer Internet Day (February)</li> </ul> <p><b>Curriculum Threads</b></p>  Blog and research safely. <p><b>Fundamental British Values</b><br/><b>Rule of Law</b> through discussions about privacy and personal information.<br/><b>Respect and Tolerance</b> through discussion of respect online when commenting on each blogs.</p> | <p>plans to code a map- based adventure in 2Code.</p> <p><b>Key Vocabulary</b><br/>Link, QR code, sprite, selection</p> <p><b>Curriculum Threads</b></p>  Link to English or History learning.  Share with Y3 reading buddies. | <p>-Think about what the future might hold.</p> <p>-Create a picture-based quiz for young children.</p> <p>-Learn how to use the question types within 2Quiz.</p> <p>-Explore the grammar quizzes.</p> <p>-Make a quiz that requires the player to search a database.</p> <p>-Make a quiz to test teachers or parents.</p> <p><b>Key Vocabulary</b><br/>DNS (Domain Name Server), ethernet, hosting, hub/switch, IP address, ISP (Internet Service Provider), LAN (Local Area Network), network, router, WAN (Wide Area Network), web page, web server, WLAN (Wireless Local Area Network), Wi-Fi Audience, case-sensitive, clone, cloze, database field, selfie, image filter</p> <p><b>Curriculum Threads</b></p>  Research safely  Link to Science learning. | <p>which is why they are called digital systems).</p> <p>-Understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p> <p><b>Key Vocabulary</b><br/>Binary, bit, denary, digit, game states, integer, microprocessor, nanotechnology, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, switch, transistor</p> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Alex Stanhope to visit each class and talk about his job.</li> </ul> <p><b>Curriculum Threads</b></p>  Interview an adult who works in the world of computing. <p><b>Fundamental British Values</b><br/><b>Individual Liberty</b> through exploration of personal interests and job choices.</p> |
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| <p>RE</p> <p>RE is understanding beliefs across the world</p> | <p><b><u>What matters most to Christians and Humanists?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).</li><li>• Describe some Christian and Humanist values simply (B3).</li><li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li><li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Assemblies from religious leaders.</li></ul> <p><b>Curriculum Threads</b></p> <p>Pupils will compare the ideas of two different groups and the views that they hold.</p> <p>Pupils will make comparisons about the views of two different groups.</p> <p>Pupils will be respectful of both groups and the views that they possess.</p> <p><b>British Values</b></p> <p><b>Respect and Tolerance</b> – understanding the different viewpoints of others.</p> <p><b>Individual Liberty</b> – right to choose what you believe in.</p> | <p><b><u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li><li>• Show understanding of the value of sacred buildings and art (B3).</li><li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li><li>• Apply ideas about values from scriptures to the title question (C2).</li><li>• Make connections between beliefs and behaviour in different religions (A1).</li><li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li><li>• Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</li><li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Use of religious artifacts.</li><li>• Virtual visits to places of worship.</li></ul> <p><b>Curriculum Threads</b></p> <p>Pupils will explore religions other than their own in depth.</p> <p>Pupils will be able to make comparisons across the religious groups being studied.</p> <p>Pupils will learn about the respect Muslims show in their place of worship.</p> <p>Pupils will show respect</p> | <p><b><u>What do religions say to us when life gets hard?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"><li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li><li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li><li>• Explain some similarities and differences between beliefs about life after death (B2).</li><li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li><li>• Describe examples of connections between antiracism and religion (A1).</li><li>• Understand the challenges racism presents to human communities and consider different religious responses (B2).</li><li>• Discuss their own and others’ ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</li></ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"><li>• Use of current world and national events in learning.</li></ul> <p><b>Curriculum Threads</b></p> <p>Pupils will look at comparing religions that are/maybe different to their own.</p> <p>Pupils will make comparisons about the views of different groups.</p> <p>Pupils will be respectful of both groups and the views that they possess. Pupils will understand how to reduce racism and prejudice in own communities.</p> <p><b>British Values</b></p> <p><b>Respect and Tolerance</b> – understanding the different viewpoints of others.</p> <p><b>Individual Liberty</b> – right to choose what you believe in.</p> <p><b>Rule of Law</b> – know what is right and wrong and the consequences of actions in society.</p> |
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|  |   | <p>for each of the religions when talking about their beliefs and values.</p> <p><b>British Values</b><br/> <b>Respect and Tolerance</b> – understanding the different viewpoints of others.<br/> <b>Individual Liberty</b> – right to choose what you believe in.</p>  |   |  |   |   |
| <p><b>PSHE</b></p> <p><b>PSHE is learning about ourselves and others</b></p> | <p><b><u>Being Me In My World</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Identify my goals for this year.</li> <li>Know that there are universal rights for all children but for many children these rights are not met.</li> <li>Understand that my actions affect other people locally and globally.</li> <li>Think about how an individual's behaviour can impact on a group.</li> <li>Consider how democracy and having a voice benefits the school community.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children look at the universal rights for all children and think about those children whose rights are not met.</p>  <p>Children explain how their choices can have an impact on people in the immediate community and globally.</p> | <p><b><u>Celebrating Difference</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Empathise with people who are different.</li> <li>Understand that everyone has a right to be who they are.</li> <li>Explain some of the ways in which one person or a group can have power over another.</li> <li>Know some of the reasons why people use bullying behaviours.</li> <li>Give examples of people with disabilities who lead amazing lives.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children explain ways in which difference can be a source of conflict or a cause for celebration.</p>  <p>Children show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> | <p><b><u>Dreams and Goals</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know my learning strengths and can set challenging but realistic goals for myself.</li> <li>Work out the learning steps I need to take to reach my goal.</li> <li>Identify problems in the world that concern me and talk to other people about them.</li> <li>Work with other people to help make the world a better place.</li> <li>Know what some people in my class like or admire about me and can accept their praise.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children explain how my choices can have an impact on people in my immediate community and globally.</p>  | <p><b><u>Healthy me</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Take responsibility for my health and make choices that benefit my health and well-being.</li> <li>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</li> <li>Understand that some people can be exploited and made to do things that are against the law.</li> <li>Know why some people join gangs and the risks this involves.</li> <li>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</li> <li>Recognise stress and the triggers that cause this.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children reflect on everyone's emotional and mental health and how it is normal for this to fluctuate at different times.</p>  | <p><b><u>Relationships</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Know that it is important to take care of my mental health and how to take care of it.</li> <li>Understand that there are different stages of grief and that there are different types of loss.</li> <li>Recognise when people are trying to gain power or control.</li> <li>Judge whether something online is safe and helpful.</li> <li>Take responsibility for my own safety and well-being online.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children think about how people cope with loss differently</p>  <p>Children identify when people may be experiencing feelings associated with loss and also recognise when</p> | <p><b><u>Changing Me</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Understand that puberty is a natural process that happens to everybody.</li> <li>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>Understand that sometimes people need IVF to help them have a baby</li> <li>Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>From OJS key vocabulary for subject.</li> </ul> <p><b>Curriculum Threads</b></p>  <p>Children revisit how boys and girls change during puberty, that this will happen at different times for everyone</p> |

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|  | Ground rules/expectations agreed and set through class charter |  | Children work on recognising the emotions they experience when considering people in the world who are suffering or living in difficult situations and what to do with these emotions | <p>Real-life situation discussed with no right/wrong answers, children suggest strategies to deal with issues.</p>  <p>Children explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> | people are trying to gain power or control. | <p>and why looking after themselves physically and emotionally is important.</p>  <p>Time spent reflecting on how children cope differently with body change – no right/wrong way to react.</p>  <p>Children reflect on how they feel about becoming a teenager and describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> |
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