

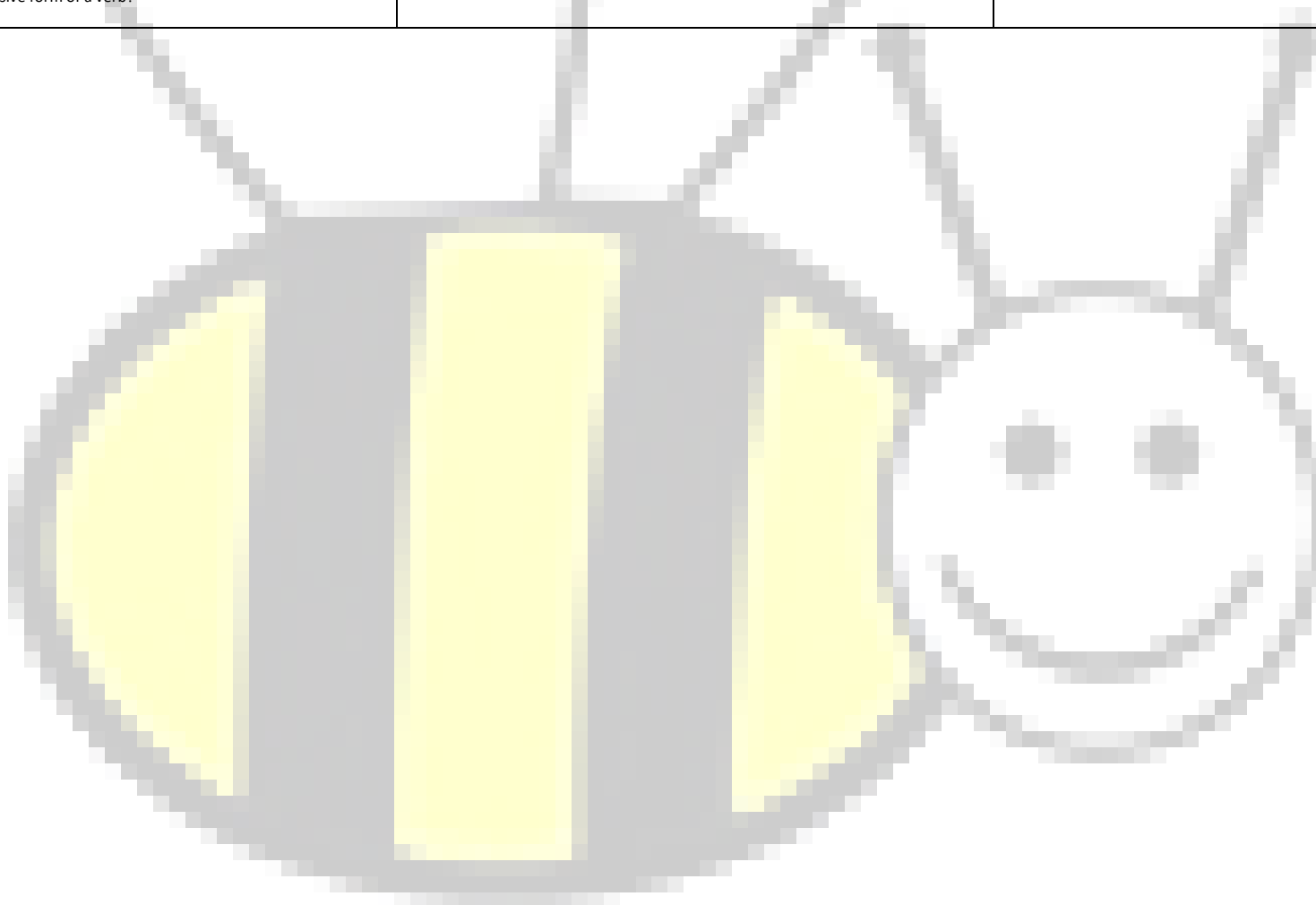




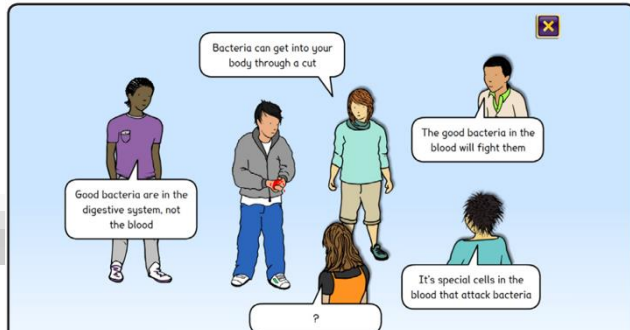
Beckers Green Primary School

Upper Key Stage Two Curriculum Plan Year A

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
Text	Theodosia and the Serpents of Chaos A Christmas Carol		Kensuke's Kingdom		Holes	
Visitors & trips	Fitzwilliam museum and Cambridge		Visitors to school re. Extreme Earth		Year 6 Mersea Police visit	
Outcomes	Week 1-3: Purpose: Writing to persuade Genre: Job application/letter Theme: linked to class text Week 4-6: Purpose: Writing to inform Genre: Biography Theme: Black History Month	Week 1-3: Purpose: Writing to entertain Genre: Narrative Theme: Thriller Story set in Ancient Egypt Week 4-6: Purpose: Writing to recount Genre: Diary entry Theme: Howard Carter	Week 1-3: Purpose: Writing to inform Genre: Newspaper Report Theme: Natural Disaster Week 4-6: Purpose: Writing to recount Genre: Island Log Theme: linked to class text	Week 1-3: Purpose: Writing to entertain Genre: Narrative Poetry Theme: tbc Week 4-6: Purpose: Writing to describe Genre: Narrative Theme: Ruin	Week 1-3: Purpose: Writing to persuade Genre: Speech Theme: innocence of an Anglo-Saxon crime Week 4-6: Purpose: Writing to inform Genre: News Report (oracy outcome) Theme: the murder of Nancy from 'Oliver'	Week 1-3: Purpose: Writing to recount Genre: Diary entry Theme: from the viewpoint of Guy Fawkes Week 4-6: Purpose: Writing to compare Genre: Comparison text Theme: Crime and punishment through time
Writing	Year 5 Skills and knowledge Can use a variety of sentence openers (ISPACED). Can describe settings and characters. Can convert nouns or adjectives into verbs using suffixes ie.) -ate, -ise, -ify Can structure and organise writing cohesive paragraphs – using adverbial phrases, pronouns and conjunctions - understand what cohesion is Can link openings to closings. Can link ideas across paragraphs using adverbials of time, place and number Can add embedded adverbials e.g. she banged on the door, shaking with rage, and waited. Can use brackets, dashes or commas to indicate parenthesis Maintains tense consistently, can shift tense when appropriate Can use repetition to engage the reader. Can build tension (ellipses, three short sentences – He stopped. He listened. He ran. Can use speech punctuation accurately and a range of reporting clauses and positions. What is a relative pronoun and how do I use them? (who, which, that, when, where) What is ambiguity and how to avoid it with punctuation? Use of commas What happens when I move the subordinate clause position in complex sentences? What are modal verbs (might, should, could, would, can, may, must, shall, will)? Revisit: Use apostrophes to indicate possession and contraction accurately. Year 6 Skills and knowledge		Year 5 Skills Can use a variety of sentence openers (ISPACED). Borrow writers' techniques from book, screen and stage. Perform their own work using a range of strategies (intonation, volume, movement etc.) to make meaning clear. Can maintain a viewpoint throughout a text. Can use cohesion within and between paragraphs in a text. Can use stanzas to organise ideas around a theme in poetry. Can use extended similes and personification Can use embedded, relative clauses Can use rhetorical questions. Can write in third person omniscient EG Bob thought ...Fred wondered if.. Can use adjectives of taste e.g. bitter Understand what hyphens, prepositions and similes are? How can commas be used to clarify meaning. How can I add extra info with brackets? Revisit Can use relative clauses to add detail. What is the difference between an adverb, adverbial and an adjective? Year 6 Skills and knowledge Can manipulate levels of formality – aware of difference in vocabulary Can write a controlled and balanced argument. Can manipulate the reader by withholding information and changing timescales. Can add depth and detail to paragraphs using a range of parenthesis. Can use speech to explain and persuade.		Year 5 Skills and knowledge Can use a variety of sentence openers (ISPACED). Can choose a text form. Can select which parts of writing need to be developed in detail. Can balance narrative writing between action, description and dialogue. Can use contrast, additional detail and explanation. Use vivid description. Can select and change vocabulary and grammar for effect. Can use asides to the reader. Can hide details from the reader. Can use contrast within and beyond sentences e.g. out of the dirty, ramshackle house walked the gleaming silver robot. Can use modal verbs and adverbs. What is a relative pronoun, cohesion, ambiguity, modal verb, relative clause, parenthesis, bracket, dash, hyphen, preposition, simile? What is a modal adverb? (perhaps, surely, obviously) What happens to nouns or adjectives when I add suffixes –ate, -ise, and –ify? Year 6 Skills and knowledge Can make choices on the form and subject of their writing. Can use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Can make some links across paragraphs using a range of cohesive devices Can show a confident and established voice throughout a piece of writing. Can affect the emotions of the reader at points in the text. Can use assonance and consonance.	

<p>Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points consistently and tables.</p> <p>Can make selections on content and presentation of work.</p> <p>Can describe settings, character and atmosphere</p> <p>Can structure and organise writing in well linked cohesive paragraphs.</p> <p>Vary structure to expand ideas and provide emphasis.</p> <p>Can choose between using reported and direct speech.</p> <p>Can use speech to develop character and action.</p> <p>Can select and use stylistic devices to support the purpose and effect of writing.</p> <p>Can use symbolism in stories</p> <p>Can establish and maintain a theme.</p> <p>Can use pronouns to avoid repetition</p> <p>Can create sentences with colons and semi-colons.</p> <p>Can make use of flashbacks.</p> <p>Can use extensive knowledge of vocabulary and grammar to manipulate formality.</p> <p>What is a subject, object, synonym, antonym, colon, bullet point, colon, semi-colon, passive and active voice?</p> <p>What is the perfect and passive form of a verb?</p>	<p>Can use semi-colons for effect.</p> <p>Can use hyperbole.</p> <p>Can use adjectives of smell e.g. acrid</p> <p>What is the difference between a hyphen and a dash?</p> <p>What is a subject, object, synonym, antonym, colon, bullet point, hyphen, colon, semi-colon, passive and active voice, brackets, dashes and parenthesis?</p> <p>How do I use dashes?</p>	<p>Can create a subtle mood.</p> <p>Can use repetition, connectives, ellipsis etc for cohesion.</p> <p>Can use more than one subordinate clause successfully in a complex sentence</p> <p>What is 'the subjunctive' (e.g. If Fred were here, things would be different) and how can I use it?</p> <p>How is ellipsis used appropriately?</p> <p>Use more than one subordinate clause successfully in a complex sentence</p> <p>Can show variation in formality throughout one piece</p> <p>Can alter tense for effect</p> <p>Revisit</p>
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Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
Science	Scientific enquiry – in all topics children will be taught to:					
	<ul style="list-style-type: none">- Plan different types of scientific enquiries to answer questions (comparative and fair tests), including recognising and controlling variables where necessary- Take measurements, using a range of scientific equipment with increasing accuracy and precision and repeating readings when appropriate- Choose the most appropriate equipment to make measurements with increasing precision- Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs- Use and develop keys to identify, classify and describe living things and materials. Identify patterns that might be found in the natural environment- Use test results to make predictions to set up further and comparative tests- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations- Identify scientific evidence that has been used to support or refute ideas or arguments. Begin to recognise which secondary sources will be most useful. Separate opinion from fact.- Understand how scientific ideas have developed over time- Use relevant scientific language to discuss, communicate and justify their ideas					
	Electricity  5.2 Knots How can I make bulbs in a circuit brighter? Vocab: increase, circuit, cell, battery, voltage How do switches change how bulbs and buzzers work? Vocab: complete, incomplete, current How can I draw a circuit diagram using symbols? Vocab: circuit symbol, circuit diagram Properties of materials https://explorify.uk/en/activities/odd-one-out/tiny-grains How can everyday objects be sorted based on their properties? Vocab: hardness, solubility, transparency, conductivity (electrical & thermal), response to magnets, insulator How can substances be dissolved in water? Vocab: soluble, dissolve, solution, insoluble How can dissolved substances be recovered from water? Vocab: reversible, irreversible, evaporate https://explorify.uk/en/activities/have-you-ever/watched-water-being-drained-from-rice-or-pasta How can mixtures be separated? Vocab: sieve, filter, evaporate		Light Revisit: light is reflected from surfaces – Year 3/4 Year B Autumn https://explorify.uk/en/activities/problem-solvers/see-round-the-bend How does light travel? Vocab: light source, light ray How does refraction change the direction of light? Vocab: refraction, focal point, lens, transparent https://explorify.uk/en/activities/have-you-ever/been-somewhere-where-you-couldnt-see-anything-when-you-woke-up-in-the-night How does light enable us to see objects? Vocab: absorb, reflect, sources https://explorify.uk/en/activities/what-if-we-couldn-t-see-colours How do we see colour? Vocab: filter, absorb, prism Shadow Screen  What are shadows? Vocab: absence How can I change an object's shadow?		Animals inc. humans Revisit: what happens when I eat? Year 3/4 Year B Spring  What do YOU think? Vocab: digestive system, stomach, oesophagus, faeces What does my blood do? Vocab: blood vessels, circulatory system How can I keep my body healthy? Vocab: exercise, drugs, lifestyle choice Why is my body changing? Vocab: puberty, adolescence How long do babies take to grow before they are born? Vocab: gestation Why do I get out of breath when I exercise? Vocab: respiration, oxygen	

	<p>Why are everyday objects made from the materials they are?</p> <p>Vocab: <i>hardness, solubility, transparency, conductivity (electrical & thermal), response to magnets, insulator</i></p> <p>https://explorify.uk/en/activities/have-you-ever/needed-to-dry-something-quickly</p> <p>How can changes of state be reversed?</p> <p>Vocab: <i>heating, cooling, evaporation, condensing</i></p> <p>What changes cannot be reversed?</p> <p>Vocab: <i>reversible, irreversible, rust, burning</i></p> <p>Which famous scientists invented new materials?</p> <p><i>Spencer Silver or Ruth Benerito or Joseph Shivers</i></p>	<p>Vocab: <i>alter, affect, manipulate, opaque, translucent</i></p>	
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Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
History	<p>Chronology: Who were the Ancient Egyptians and when did they live? Plot against other historical eras already studied</p> <p>Learning from sources: What did the Ancient Egyptians believe? How do we know? What does Tutankhamun’s tomb tell us about beliefs in life after death? Who wrote in hieroglyphs inside the tombs? Do they give an unbiased view of life in Ancient Egypt? Why/why not?</p> <p>Compare and contrast – revisit after Mayans In what ways was Ancient Egyptian civilisation different/same to Mayan civilisation?</p> <p>Legacy: How did they build the great pyramid at Giza?</p> <p>Vocabulary: mummification, canopic jars, sarcophagus, polytheistic, pharaoh, embalmed, river valley, irrigation</p> <p>Mayans: Chronology: When did the Mayan Civilisation begin and end? Where does it fit with Ancient Egyptian civilisation?</p> <p>Learning from sources: How do we know about the Maya civilisation? What did ancient civilisations need to function? ^{BV2}</p> <p>Compare and contrast: Whose legacy was the greatest? What was the greatest achievement of each civilisation?</p> <p>Legacy: What did the Mayan civilisation leave behind that has impacted us today? Football, Maths, Telling the time</p> <p>Vocabulary – civilisation, dynasty, agriculture</p> <p>Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Katherine Johnson, Harriet Tubman, Muhammed Ali, Maya Angelou ^{BV3,4}</p>				<p>Chronology: Recap of previous taught years – timeline Saxons, Tudors, Victorians. Key dates for prison reform and police force.</p> <p>Learning from sources What do sources tell us about crimes in Saxon, Tudor, Victorian and the modern era? Is there any bias in these sources? Why might that be? What sources did Elizabeth Fry use to push through prison reform? See pictures and accounts. Would there be any bias in these sources?</p> <p>Comparing and contrasting How has crime changed throughout British history? What were the common crimes in each period? Why do you think the types of crime have changed? How has punishment changed? What were the common punishments in each era? Has punishment become more or less effective in crime prevention throughout history? How have crimes been investigated over time? ^{BV2,3,4}</p> <p>Legacy What do we feel about the justice system today? Is it fair? Is it effective? ^{BV2}</p> <p>Vocab: Trial by ordeal, hue and cry, tithings, stocks, weregild, vagrant, stocks, prisons, hanging, cybercrime, witchcraft, reform, justice.</p>	

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Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
Geography	<p>Ancient Egypt – recap LKS2 Rivers work</p> <p>Knowing Places in the World: Locations:</p> <p>Where is Egypt on a world map? What major river runs through Egypt?</p> <p>Revisit South America knowledge for Mayan study. Where did the Mayans live?</p> <p>Physical and Human Geography:</p> <p>What was the importance of the River Nile to the Ancient Egyptians? Is it still important today?</p> <p>What climate zone/biome is Egypt?</p> <p>What are the features of a desert?</p> <p>What biome/climate zone did the Ancient Mayans live in?</p> <p>What challenges did the biomes/climate zones cause the civilisations?</p> <p>Using Geography Skills and Fieldwork: Using maps and atlases</p> <p>Vocabulary: delta, source, climate, irrigation, canals, tropical rainforest</p>		<p>Extreme Earth – revisit LKS2 work on mountains as prior knowledge.</p> <p>Knowing Places in the World: Locations</p> <p>Where are the world's volcanoes? Look at Eyjafjallajokull – Icelandic volcano in 2010. Discuss the Ring of Fire.</p> <p>Where in the world have there been earthquakes recently? Which plates do they lay on?</p> <p>Human and physical geography Recap Structure of Earth and how mountains are formed</p> <p>What is a volcano? What does it look like on the inside?</p> <p>What causes an eruption?</p> <p>What impact does a volcanic eruption have locally and globally? Look again at Icelandic eruption of 2010 and compare with eruption in St Vincent 2021.</p> <p>Why does an earthquake occur? Look at San Andreas Fault – is the big one due?</p> <p>What is the impact of an earthquake? Look at case studies</p> <p>What causes a Tsunami?</p> <p>Geographical skills and fieldwork:</p> <p>Mapwork and atlases.</p> <p>I can use aerial photographs to further understand physical geographical features</p> <p>Vocabulary: magnitude, molten, epicentre, seismic waves, tectonic plates, extinct, dormant, active, eruption, lava, magma, igneous, pumice, granite, core, crater, Tsunami, mantle</p>		<p>Mini topic – where in the World?</p> <p>Focus on quizzes and revisits over previous topics.</p> <p>Knowing Places in the World:</p> <p>What are the 7 continents?</p> <p>What are the countries that make up the UK?</p> <p>What are the major oceans of the world?</p> <p>What are the major rivers and mountains?</p> <p>Physical and Human Geography:</p> <p>What are they key biomes of the world?</p> <p>What are the 6 major climate zones?</p>	

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Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
	Skills: Evaluating, Exploring and Developing Ideas <ul style="list-style-type: none">Can write explanations and evaluations about method, purpose and context, personal responses to work in sketchbooks.Can create mood boards, alternate versions and plans in sketchbooks related to works from Great artists or stylesCan use art appreciation vocab: texture, form, random pattern, repeated pattern, foreground, mood, composition, vanishing point, horizon, tint, shade, focal point, foreground, armature, bas relief background, wash, bleed, abstract, impressionism, realism, purpose in sketchbooksCan make repeated attempts and find ways to improve					
Art	Outcome: Watercolour and collage picture of desert showing depth perception Skills – Painting and collage Painting Can mix colour shades and tints from a limited palette. · Can use watercolour technique: wet on wet, wet on dry. Can mix different shades – light/dark, warm/cool Collage Can assess and select materials for texture, colour range and intention. Can tear and cut accurately using tools safely Can create a pop up landscape Knowledge To know and be able to use different watercolour techniques for a desired effect Understand how to create collage pieces to show depth Vocabulary: technique, dimension, intention, texture, perception		Outcomes: Bas relief mountain scape of Mount Fuji based on Hokusai’s 36 views of Mount Fuji. Skills - Sculpture Can use a variety of tools and mouldable materials Can bend and shape armatures, cover fluidly with fine and heavy layers of materials for required effect. Knowledge To gain an understand of ‘Hokusai’ and appreciate his artwork. Understand how to create a bas relief and to use Modroc plaster Artist Study: Hokusai Vocabulary: armature, bas relief, solid		Outcomes: 1. Sketched self-portrait (linked to portraits during Tudor Period) using different types of pencils and different sketching techniques 2. Banksy – create stencil using lino and polystyrene tiles Skills - Printmaking Can transfer designs to polystyrene tiles and align and print different colour versions of a print to create a design. Can cut lino carefully and safely using different sizes of tool. Skills - Drawing Can use pencils and a variety of shading techniques to show shadows. Can use soft pencils to blend and shade, hard pencils for detail and a variety of shading techniques Knowledge: To gain knowledge of Hans Holbein and his work and how this relates to the topic of Crime and Punishment through working for Henry 8th To research and understand the work of Banksy and how he/she creates their artwork through print making. Artist Study: Holbein & Banksy Opportunity for working outside Vocabulary: armature, bas relief, solid, graffiti	

Year A Years 5 & 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
D&T	Frame structures – Design an ipad holder using CAD Design <ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product Develop ideas through the analysis of existing frame structures and use computer aided design to model and communicate ideas Make <ul style="list-style-type: none"> Plan the order of the main stages of making Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble Explain their choice of materials according to functional properties Use computer generated models suitable for product they are creating Evaluate: <ul style="list-style-type: none"> Investigate and evaluate a range of frame structures including the materials and components that have been used Test and evaluate their own products against design criteria and the intended user and purpose Knowledge: <ul style="list-style-type: none"> Develop and use knowledge of frame structures and how to construct strong, stiff structures. Vocabulary: CAD (computer aided design), Frame structure, handle, dimension, Work plane, triangulation, compression, tension, CAM (computer aided manufacture). 		Food : Making a pizza Design <ul style="list-style-type: none"> Generate innovate ideas through research and discussion with peers and adults to develop a design brief and criteria for design spec Use words and ICT as appropriate to develop and communicate ideas – research allergies etc Make: <ul style="list-style-type: none"> Write a step by step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients Make and present the food product appropriately for intended user and purpose Evaluate: <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using tables/graphs etc Evaluate the final product with reference back to design brief and specification and identify improvements Understand how key chefs have influenced eating habits to promote healthy lifestyles Knowledge: <ul style="list-style-type: none"> Know how to use utensils and equipment including knives and heat sources to prepare and cook food Understand that seasonality in relation to food products and the source of food items Vocabulary – Finishing, knead, dough, yeast 		Mechanical systems – Pulleys and gears. Create a toy car that EYFS can race Design: <ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys and questionnaires Develop a simple design specification to guide their thinking Develop and communicate ideas through discussion, annotated drawings and drawings from different views Make: <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step by step plans and allocate tasks within a team Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Evaluate: <ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Knowledge: <ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement Vocabulary: pulley, gear, drive belt, mechanical system, driver, follower, mesh, motor spindle 	

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Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation BV2,4		Project Evolve: Online Bullying, Managing Online Information BV2,4		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership BV2,4	
	Teach Computing (NCCE): Communication Year 6 Equipment: Chromebooks	Teach Computing (NCCE): Video editing Year 5 Equipment: Chromebooks, iPads, laptops Apps/software/sites: Flipgrid (set up Google Classroom link), Movie Maker	Teach Computing (NCCE): Web Page Creation Year 6 Equipment: Chromebooks Apps/software/sites: Google Sites, Pixabay	Teach Computing (NCCE): Spreadsheets Year 6 Equipment: Chromebooks or laptops Apps/software/sites: Google Sheets or MS Excel, Google Maps	Teach Computing (NCCE): Variables in Games Year 6 Equipment: Chromebooks or laptops Apps/software/sites: Scratch 3	Teach Computing (NCCE): Sensing Year 6 (Replace with 'Selection in Quizzes' if no access to Microbits) Equipment: Laptops Apps/software/sites: Microbits

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Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
MFL (French)	Year 5 Quel temps fait-il? (The weather)	Year 5 Je suis le musicien (Instruments)	Year 5 Quelle heure est-il? (Time)	Year 5 En ville (In town)	Year 5 Les coquelicots (Colour descriptions)	Year 5 Les quatre saisons (The seasons)
	Year 6 A l'école (At school)	Year 6 Chez moi (Where I live – my house)	Year 6 Le passé et le présent (Past & present – my town)	Year 6 En vacances (Holidays and destinations)	Year 6 Chez le médecin (Visiting the doctor)	Year 6 Notre café (Eating out)

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Music	Topic music – The creatures of Prometheus, Op 43 (Beethoven) Charanga Unit Happy (steps 1 and 2) Genre: Afropop, South African Instruments: Glockenspiel Instrumental notes: G, A, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – The Planets (Holst) Charanga Unit Classroom Jazz 1 (steps 1 and 2) Genre: Bacharach and blues Instruments: N/A Instrumental notes: N/A Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Symphony no 6, 4th movement – Thunderstorm (Beethoven) Charanga Unit The Fresh Prince of Bel Air (steps 1 and 2) Genre: hip hop Instruments: Glockenspiel Instrumental notes: D, A Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Thunder and lightning polka (Strauss) Charanga Unit Blown Away (steps 1 and 2) Genre: Jazz Instruments: Recorder Instrumental notes: all Skills: Perform Knowledge: Pulse, rhythm, pitch	Topic music – Symphony no 6 (Vaughan Williams) (suspense) Charanga Unit Music and me Genre: N/A Instruments: Glockenspiel Instrumental notes: N/A Skills: Composition Knowledge: Pulse, rhythm, pitch	Topic music – Danse Macabre (Saint-Saens) (suspense) Charanga Unit A spooky story (steps 1 and 2) Genre: N/A Instruments: Glockenspiel, digital Instrumental notes: all Skills: Composition. Knowledge: Pulse, rhythm, pitch

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Years 5 & 6	Ancient Civilisations		Extreme Earth!		Crime and Punishment	
PSHE	Being Me in My World <u>Y5 themes</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>Y6 themes</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling BV1,2,3,4	Celebrating Difference <u>Y5 themes</u> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures <u>Y6 themes</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy BV4	Dreams and Goals <u>Y5 themes</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation <u>Y6 themes</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments BV3	Healthy Me <u>Y5 themes</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour <u>Y6 themes</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress BV2,3	Relationships <u>Y5 themes</u> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules <u>Y6 themes</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use BV3, 2	Changing Me <u>Y5 themes</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition <u>Y6 themes</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition BV4

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Religious Education		Is believing in God reasonable? Multi/Humanist <i>Philosophy</i>	How has belief in _____ impacted on music and art through history? Christian/Muslim <i>Human/Social Sciences</i>	What can we learn about the world/knowledge/meaning of life from the great philosophers? Buddhist/Christian <i>Philosophy</i>	What difference does the resurrection make to Christians? Christian <i>Theology</i>	How do _____ make sense of the world? Hindu <i>Theology</i>