Year 6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**We are Derby**	**Put that light out**	**The Frozen Kingdom**	**From a different land**	**Crime and Punishment**	**#Growing up**
Key Themes	(Geography) -Land use, green belt, including hills (Peak district) -Field work - Symbols and keys, ordnance survey maps - Evolution (stand-alone)	(History) -WWII - How it affected the local area (Rolls Royce, evacuees brought to Derbyshire)	(Geography) -Climate change/ Habitats- mountains -Rare Earth Minerals (cobalt mining) - slave labour - Arctic and Antarctic Circle	(PSHCE) -Immigration - Local community/ charity support	(History) How punishment has changed through all time periods Roman- Modern day	(PSHCE) -Y6 Transition
Key Figures, Events, Places	Peak district Derbyshire/HS2 links Bombardier trade links	Rolls Royce – target for bombing Areas in Derbyshire where evacuees were sent (Derwent, Crich, Barlborough, Leigh)	Greta Thunberg -UN Climate Change Conference event -Republic of Congo, Africa (cobalt mining)	Floella Benjamin (Windrush) Humanitarian support e.g. Ukraine	Julius Caesar (Romans) Egbert (Anglo-Saxons) Henry VIII (Tudors) Lord MacDonald (Victorians) Hitler (World War II)	Dr Alex George- Mental Health Dr Chris and Xand
Focus Text/s	Children's History of Derbyshire Troll Stinks- Jeanne Willis and Tony Ross	The Harmonica- Tony Johnston When the sky falls- Phil Earle	The Polar Bear Explorers' Club Shackleton's Journey	Way Home- Libby Hathorn and Gregory Rodgers My name is not refugee- Kate Milner The Journey- Francesca	Terry Deary- Legends and Lies The Highway Man	If: A mind bending way of looking at life- David J Smith I go Quiet- David Ouimet
Reading	*Vipers to be taught through each lesson* **Read and discuss a range of fiction books.** -Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.	*Vipers to be taught through each lesson* **Read and discuss a range of non-fiction books.** -Increase familiarity with modern fiction and fiction from our literary heritage -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	*Vipers to be taught through each lesson* **Read and discuss a range of poetry and play scripts.** -prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	*Vipers to be taught through each lesson* **Read and discuss a range of fiction books.** -Increase familiarity with books from other cultures and traditions. -Predict what might happen from details stated and implied -Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	*Vipers to be taught through each lesson* **Read and discuss a range of fiction books including myths, legends and traditional stories.** - identify how language, structure and presentation contribute to meaning. -Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously.	*Vipers to be taught through each lesson* **Read and discuss a range of non-fiction books.** -Make comparisons within and across books -Provide reasoned justifications for their views.

Writing	 To inform					
Speaking & Listening/ Drama	Outcome: Plan an assembly on a given theme and deliver it to Upper Key Stage Two pupils during assembly times the following week **link to E-safety*		Outcome: Take on a role in an interview/ be interviewed about a topic that they are familiar about			Outcome: Prepare points for a class debate, listening to other point of view and responding to them
Maths	**Place Value** read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above. **Addition and Subtraction** perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Multiplication and Division** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context		**Continue, fractions, decimals, percentages (continued from Autumn)** **Algebra** se simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables. **Measure and conversion of units** solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal	**Properties of shape/Angles** draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Perimeter, area and volume** recognise that shapes with the same areas can have different perimeters and vice versa	**Consolidation of key skills linked to teacher assessment**	**Consolidation of key skills linked to teacher assessment**

	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations **Fractions (continued in Spring 1)** use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts **Decimals (continued in Spring 1)** 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 multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy	notation to up to three decimal places convert between miles and kilometres	recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. **Ratio and proportion** solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Statistics** interpret and construct pie charts and line graphs and use these to solve problems		

	Fractions, decimals and percentages combined (continued in Spring 1) associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts			calculate and interpret the mean as an average **Position and direction** describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Revision**		
Science	*Working Scientifically objectives for this key stage will be covered in half termly experiments:* **Evolution and inheritance** -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	*Working Scientifically objectives for this key stage will be covered in half termly experiments:* **Light** -Recognise that light appears to travel in straight lines -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 -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 -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	*Working Scientifically objectives for this key stage will be covered in half termly experiments:* **Living things and their habitats** -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics.	*Working Scientifically objectives for this key stage will be covered in half termly experiments:* **Animals including humans** -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans.	*Working Scientifically objectives for this key stage will be covered in half termly experiments:* **Electricity** -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -Use recognised symbols when representing a simple circuit in a diagram.	
Computing	**<u>NCCE Data and information - Spreadsheets (Y6)</u>** Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals,		**<u>NCCE Programming B - Sensing (Y6)</u>** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		**<u>NCCE Creating media - Web page creation (Y6)</u>** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	

	including collecting, analysing, evaluating, and presenting data and information	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.
E-Safety	**<u>Managing Online Information (PE)</u>** I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). I understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between on-line misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). **<u>Self-Image and Identiy (PE)</u>** I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. **<u>Online Reputation (PE)</u>** I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. **<u>Managing information online (C)</u>** I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) I can use different search technologies	**<u>Privacy and security (PE)</u>** I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. **<u>Health Well being and Lifestyle (PE)</u>** I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). **<u>Managing Online Information (PE)</u>** I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I can identify, flag and report inappropriate content.	**<u>Online Relationships (PE)</u>** I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screengrabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. **<u>Privacy and Security (PE)</u>** I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.

	I can evaluate digital content and can explain how I make choices from search results **<u>Online Bullying (J)</u>** I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts. **<u>Online relationships (C)</u>** I can use the internet with adult support to communicate with people I know. **<u>Managing information online (C)</u>** I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14) **<u>Copyright and ownership (C)</u>** I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples. I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused. I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.				
History		WWII 1939		Windrush 1948	Crime and punishment	
	-A local history study	-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -A local history study		▪ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
	<u>Objectives highlighted below should be taught explicitly to meet National Curriculum Attainment Objectives:</u> To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources. To gain and deploy a historically grounded understanding of abstract terms To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed				

Geography	**Geographical skills and fieldwork** -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Human and physical geography** -Describe and understand key aspects within physical geography: mountains, rivers -Describe and understand key aspects within human geography: distribution of natural resources including minerals **Place Knowledge** -Understand geographical similarities and differences through the study of human and physical geography of a region of a region within the United Kingdom	**Locational knowledge** -Locate the world's countries, using maps to focus on Europe (including the location of Russia)	**Human and physical geography** -Describe and understand key aspects within physical geography: climate zones, biomes **Locational knowledge** -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	**Locational knowledge** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		
	Joseph Wright	Claude Francis Barry		Lowry		Melissa Pierce-Murray

Art and Design	-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil] -To learn about great artists, architects and designers in history. (Drawing local landscapes)	-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, paint] -To learn about great artists, architects and designers in history. (Painting- water colour blitz)		-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, paint] -To learn about great artists, architects and designers in history. *Architecture of houses on a street and how they change over time- printing block of houses to create a large street – lino		-To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials -To learn about great artists, architects and designers in history. *A sculpture of their selves/ or a something to remember Cherry Tree
Design and Technology		**<u>Design</u>** -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -To generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces **<u>Make</u>** -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	**<u>Cooking & Nutrition</u>** . -To understand and apply the principles of a healthy and varied diet -To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed **Make a Savoury meal using seasonal products e.g. stew/corn beef hash*			**<u>Design</u>** -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -To generate, develop, model and communicate their ideas through discussion **<u>Make</u>** -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **<u>Evaluate</u>** -To investigate and analyse a range of existing products

		Evaluate -To investigate and analyse a range of existing products -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -To understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge** -To apply their understanding of how to stiffen and reinforce more complex structures **To make a Christmas tree decoration using a back stitch using fabric other than felt*				-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -To understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge** -To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -To apply their understanding of computing to program, monitor and control their products. **Program a moving vehicle using circuits and motors*
Music	KAPOW Unit 1- Theme and Variations- Pop Art		KAPOW Unit 2- Baroque			KAPOW unit (or own planning for)- Composing & performing a leaving song
	All national curriculum objectives interwoven through each unit of lessons- - Play and perform in solo & ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music					
Physical Education	Dance Fitness	Gymnastics Handball	Volleyball Tag rugby	Tennis Netball	Cricket OAA	Athletics Golf
French	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structure. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhythms in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.					

	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
	Language Angels: Family	**Language Angels**: Family	**Language Angels**: Goldilocks	**Language Angels**: Goldilocks	**Language Angels**: French Salon	**Language Angels**: French Salon
RE	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?	Is it better the express your beliefs in arts and architecture or charity and generosity?	Is it better the express your beliefs in arts and architecture or charity and generosity?	What do religions say to us when life gets hard?	What do religions say to us when life gets hard?
Jigsaw (PSHE)	**Being Me** (BM Lessons, 2, 3, 4, 6) - I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities. - I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities. - I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how these relate to my rights and responsibilities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. - I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and how I can help others to	**Celebrating Differences** (CD Lessons, 1, 3, 4, 5 and 6) -I understand that there are different perceptions about what normal means. I can empathise with people who are different. - I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way. - I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies from managing my feelings in bullying situations and for problem-solving when I'm part of one. -I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are. -I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.	**Dreams and Goals** (DG Lessons, 1, 3, 5, 6) -I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I understand why it is important to stretch the boundaries of my current learning. -I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. - I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this. -I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.	**Healthy Me** RSE – Statutory All lessons must be taught -I can take responsibility for my health and make choices that benefit my health and well-being. I am motivated to care for my physical and emotional health. -I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs. -I understand that some people can be exploited and made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves. -I know why some people join gangs and the risks this involves. I can suggest strategies someone could use to avoid being pressured. -I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and	**Relationships** RSE – Statutory All lessons must be taught -I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that is nothing to be ashamed of. -I know how to take care of my mental health. I can help myself and others when worried about a mental health problem. -I understand that there are three different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them. -I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. -I can judge whether something online is safe or helpful for me. I can resist pressure to do something online that might hurt myself. -I can use technology positively and safely to	**Changing Me** RSE – Statutory All lessons must be taught -I am aware of my own self-image and how my body fits into that. I know how to develop my own self esteem. -I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. -I can describe how a baby develops from conception through nine months of pregnancy and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby. -I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship. And that I should not feel pressured into doing something I don't want to.

	follow it by modelling it myself.			can recognise when I need help with this. -I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.	communicate with my friends and family. I can take responsibility for my own safety and well-being.	-I am aware of the importance of having a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative body-talk. -I can identify what I am looking forward to and what worries me about the transition to secondary school/ or moving to my next class. I know how to prepare myself emotionally for the changes next year.

Please see each year group's half termly Curriculum Packs for more detail on topic coverage and objectives.

Progression Maps and Subject Guides are a planning tool which support the LTP.