



# Glen Hills Primary School

## Overview of Year 6 2024/2025

Dear Parents,

This is the Year 6 Plan 2024/25. It provides an overview of topics and information we will be planning to cover throughout each term and therefore provides you with the opportunity to work on some topics with your child that they will be looking at.

Many thanks for your continued support

R Wesley Head  
Teacher

AUTUMN	SPRING	SUMMER
<p><b><i>GEOGRAPHY</i></b></p> <p><u><i>A contrasting area in the UK - Llandudno</i></u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>● Investigate similarities and differences between Llandudno and Leicester.</li> <li>● Why has the area developed in this way? Look at land use. How has the landscape been formed? Use ipads and google earth.</li> <li>● Understand how economic activity is linked to trade/transport - links to Year 6 Victorian topic - railways.</li> <li>● Develop map skills - using OS maps to locate features and use grid references.</li> <li>● Investigate the impact of tourism on the environment.</li> <li>● Compare to Cancun in Mexico. What is the same and what is different?</li> <li>● Understand climate and the causes of differences in climate.</li> <li>● Use atlases to locate countries and describe and locate features.</li> </ul>	<p><u><i>Extreme Earth/Weather</i></u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>● Recognise changes in physical and human features and how and why places change.</li> <li>● Use secondary sources of information and independent research to investigate severe weather:               <ul style="list-style-type: none"> <li>○ Look at the types of weather that can occur</li> <li>○ What causes these? What is the physical impact on the land? What is the impact on people? How can we minimise the impact?</li> </ul> </li> <li>● Investigate how people can damage the environment and the impact of this on the future.</li> <li>● Study human caused disasters eg. oil spills, Chernobyl.</li> </ul>	

<p><i>ICT</i>  Word processing.  Using the internet to find information  Using google earth to find specific features.  Picolage to label landscape  Airpano app to look at Cancun Pic</p>	<p><i>ICT</i></p>	<p><i>ICT</i>  News archives on web  Use google earth to find locations of events  National Geographic website  You tube videos to look at examples of real life events  Children create earthquake safety videos</p>
<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>

<p><b><i>HISTORY</i></b>  <u><i>The Victorians</i></u> (<i>trade, religion, industry, monarchy, civilisation, empire</i>)</p> <p>The children will understand through studying the Victorians:</p> <p>Cause and Consequences</p> <ul style="list-style-type: none"> <li>Identify and give reasons for, and the result of, historical events, situations and changes.</li> <li>To understand how these people/events have affected and developed Britain today.</li> <li>Understand that one event may lead to many other events.</li> <li>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</li> </ul> <p>To understand why the Victorian period was so important and how it has influenced life today by studying:</p> <ul style="list-style-type: none"> <li>Queen Victoria's Monarchy</li> <li>Lives of working children then and now</li> <li>Victorian social reformers – Thomas Barnardo and Lord Shaftsbury</li> <li>The impact of the development of Victorian Railways</li> <li>The development of Holidays – Thomas Cook</li> <li>Victorian engineering/architecture – Isambard Kingdom Brunel (link to Year 6 Art – Architecture)</li> <li>The impact of Victorian manufacturing.</li> </ul>	<p><u><i>The Victorians</i></u></p> <ul style="list-style-type: none"> <li>The Arts and Crafts Movement – link to Year 6 Art – Printing and Pattern)</li> <li>Charles Dickens - Oliver Twist.</li> </ul>	
<p><i>ICT</i>  Power point to create biography of Barnardo or Lord Shaftsbury.</p>		

<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
---------------	---------------	---------------

<p><b>ENGLISH</b></p> <p>Focus texts: Hermelin, Journey, I Know What You Did Last Wednesday, Street Child, A Christmas Carol, Poetry.</p> <p>The texts above will be used for whole class reading and as a writing stimulus for:</p> <p>Development of sentences. Character descriptions. Writing diary entries. Descriptive writing – developing characters and settings. Writing diary entries. Letter writing. Biography and autobiography writing. Developing the use of speech in narrative writing. Poetry using imagery. Short stories using flashbacks. Plays.</p> <p><u>In Addition:</u> <u>Throughout the year.</u> Speaking and listening Develop speaking and listening skills through drama, debate and presentations. This will follow the programme of study within the speaking and listening documents.</p>	<p>Focus texts: Clockwork, The Nowhere Emporium.</p> <p>The texts above will be used for whole class reading and as a writing stimulus for:</p> <p>Descriptive writing. Formal and informal letter writing. Adventure narratives. Debate Newspaper reports. Non-fiction reports – Hurricanes and Volcanoes (Geography link)</p> <p><u>Throughout the year</u> Reading Develop understanding and interest in reading through a reading journal-explore different genres. Encourage children to read as widely as possible. Whole class reading throughout the year linked to writing.</p>	<p>Focus texts: The Nowhere Emporium, Macbeth.</p> <p>The texts above will be used for whole class reading and as a writing stimulus for:</p> <p>Revision Shakespeare – Macbeth Drama, description, poetry, diary, news report.</p> <p><u>Throughout the year</u> Grammar and Spelling Ensure that grammatical terms and spelling rules and patterns are understood and that rules are followed in their own work. These will follow the Year 6 Programme of Study: <a href="http://www.gov.uk">National curriculum in England: English programmes of study - GOV.UK (www.gov.uk)</a></p>
<p><i>ICT</i> Powerpoint for biography Purple Mash – Grammar Read Theory</p>	<p><i>ICT</i> Word processing - poetry Purple Mash – Grammar Word processing Read Theory</p>	<p><i>ICT</i> ipads- conscience alley Revision sites</p>
<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
<p><b>MATHS</b></p> <p>In accordance with guidance given in the Curriculum children will learn about: Place value, ordering and rounding of numbers up to 10 000 000 and decimals Mental calculation strategies. Formal calculation methods</p>	<p>All topics to be repeated, reinforced and extended.</p> <p>SATs revision.</p>	<p>Post Sats topic based work covering Maths through History, Maths in Art and investigations.</p> <p>Final revision to ensure that all pupils are secure in knowledge ready for secondary school.</p>
<p>Fractions, decimals and %. Ratio and proportion. Handling data. Shape and space, reasoning about shape. Problem solving and investigation work</p>		

<b>ICT</b> Prodigy Excel spreadsheets Mymaths, Mathsframe , TTRS	<b>ICT</b> ipads Prodigy Popplet Mymaths, Mathsframe TTRS	<b>ICT</b> Internet, prodigy algebra programs online Mymaths TTRS
---	---	--

AUTUMN	SPRING	SUMMER
<p style="text-align: center;"><b>SCIENCE</b></p> <p><u>Topic :Forces</u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><u>Topic: Light</u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines and that this beam can be bent by reflection</li> <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> </ul>	<p><u>Topic: Plants</u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>Explore in detail the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>Identify and describe the functions of different parts of a flower.</li> <li>Describe the life process of reproduction in some plants and animals</li> <li>Make a variety of observations and measurements using simple apparatus.</li> </ul> <p><u>Topic: Evolution and Inheritance</u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <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. Link to Charles Darwin – History - Victorians</li> </ul>	<p><u>Topic: Materials</u></p> <p>During this unit, the children will:</p> <ul style="list-style-type: none"> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the mixing of milk and vinegar.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations.</li> <li>Make predictions based on scientific knowledge and understanding.</li> <li>Suggest methods of testing including a fair test and how to collect evidence, ensuring it is sufficient and appropriate.</li> </ul>

<ul style="list-style-type: none"> <li>• Understand that light travels at different speeds through glass, water etc and that this can lead to refraction</li> <li>• Make a variety of observations and measurements using simple apparatus.</li> <li>• Draw conclusions and communicate them in scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• Describe how environments can change and that this can sometimes pose dangers to living things.</li> <li>• Describe changes as humans develop to old age.</li> <li>• Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations.</li> <li>• Select information from a range of sources</li> </ul>	
<p>ICT Ipad to record investigation</p>	<p>ICT Word processing, digital microscope, ipads - Skitch</p>	<p>ICT Presentation software</p>
<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
<p><b>COMPUTING</b></p> <p><b>Online Bullying</b> I can describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.</p> <p><b>Managing Online Information</b> 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 understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p><b>Creating Media – Web Page Creation</b> Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p> <p><b>Programming A – Variables in Games</b> This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.</p>	<p><b>Health, Well-being and Lifestyle</b> I can describe common systems that regulate aged-related content (e.g., PEGI, BBFC, parental warnings) and describe their purpose. 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).</p> <p><b>Self-Image and Identity</b> 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.</p> <p><b>Data and Information - Spreadsheets</b> This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p> <p><b>Creating Media – 3D Modelling</b> Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p><b>Privacy and Security</b> 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. I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p><b>Online Relationships</b> 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.</p> <p><b>Programming B - Sensing</b> This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro: bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro: bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>

AUTUMN	SPRING	SUMMER
<p><b>D&amp;T</b></p> <p><u>Project: Slippers</u></p> <p>Children will develop and use the skills below whilst designing, making and evaluating a pair of slippers:</p> <p>Identify and analyse how 3D textile products can be made from a combination of shapes.</p> <p>Develop a simple design specification to guide their thinking &amp; recognise when my products have to fulfil conflicting requirements.</p> <p>Make design decisions, taking account of constraints such as time, resources &amp; cost.</p> <p>Produce detailed lists of what I need and step-by-step plans.</p> <p>Measure, mark, cut, shape, assemble, combine &amp; finish materials &amp; components accurately using techniques that involve several steps.</p> <p>Show resourcefulness when tackling problems.</p> <p>Adapt their design as necessary and refer to this in my evaluation, comparing my product to my design brief &amp; stating how it could be improved further.</p>		<p><u>Project: Shelters</u></p> <p>Children will develop and use the skills below whilst designing, making and evaluating a shelter for a specific purpose:</p> <p>Investigate &amp; analyse the impact that products have beyond their intended purpose.</p> <p>Resourcefulness when tackling problems.</p> <p>Develop a simple design specification to guide my thinking &amp; recognise when my products have to fulfil conflicting requirements.</p> <p>Use computer-aided design.</p> <p>Make design decisions, taking account of constraints such as time, resources &amp; cost.</p> <p>Measure, mark, cut, shape, assemble, combine &amp; finish materials &amp; components accurately using techniques that involve several steps.</p> <p>Adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief &amp; stating how it could be improved further.</p>
<p><u>ICT</u></p> <p>Pic collage to evaluate internet research</p>	<p><u>ICT</u></p>	<p><u>ICT</u></p> <p>Ipad movie maker</p> <p>3D design – link to ICT</p>
AUTUMN	SPRING	SUMMER
<p><b>MUSIC</b></p> <p><u>Pulse</u></p> <p>The children will learn:</p> <p>To maintain and strong sense of pulse and recognise when they are going out of time.</p> <p>To create graphic notations to show rhythms.</p> <p>To sing / play in both regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) time signatures.</p> <p>To read and play musical notation to create rhythms.</p> <p>Perform and evaluate a composed group piece.</p> <p><u>Voice</u></p> <p>The children will learn:</p> <p>To read and write graphic</p>	<p><u>Rhythm</u></p> <p>The children will learn:</p> <p>To identify and perform a range of musical notes.</p> <p>To create and play rhythms alone and in a group with a range of time signatures and discuss timbre.</p> <p>To perform, assess and evaluate group and their own performances.</p> <p><u>Pitch</u></p> <p>The children will learn:</p> <p>The meaning of pitch and explore pitch.</p> <p>To compose a piece of music based on the major or minor pentatonic scale.</p>	<p><u>Music Technology</u></p> <p>The children will learn:</p> <p>To experiment with voice and create music which demonstrates an understanding of structure.</p> <p>To identify the musical structure of a song.</p> <p>To explore composing a piece of music through technology in creative ways.</p> <p>To explore how musical structure can be used to create a particular effect on the listener and to experiment with sounds through technology in creative ways.</p> <p>To manipulate and create sounds in a creative way using technology.</p> <p><u>20<sup>th</sup> Century Music</u></p> <p>The children will learn:</p>

<p>scores and perform sung interpretations of different pitches.</p> <p>To work with others to maintain an independent singing part.</p> <p>Identify notated and graphic scores and match them to what they can hear.</p> <p>To maintain a sung part in a group performance.</p> <p>Perform with an accurate pitch.</p>	<p>To explore pitch through Minimalism.</p> <p>To explore pitch through mimetic Music.</p>	<p>To listen to and evaluate pieces of music, offering specific comments and justifying these.</p> <p>To explore a specific technique when creating music.</p> <p>To explore a specific technique when creating music and critique own and other's work offering specific comments and justifying these.</p> <p>To listen to and evaluate a piece of music and to use new techniques when creating music.</p> <p>To evaluate a piece of music, to use new techniques when creating music and to critique own and other's work offering specific comments and justifying these.</p>
---	--	--

<p>ICT Ipad – use of ipads to record and evaluate performances and listen to music</p>	<p>ICT Ipad – use of ipads to record and evaluate performances and listen to music</p>	<p>ICT Use ipads to record and improve performances</p>
AUTUMN	SPRING	SUMMER
<p><b>ART</b> <u>Topic: Surrealist Art</u></p> <p>During this unit, the children will:</p> <p>Compare surreal paintings Use different techniques to create surreal images Create a surreal photomontage Create a surreal self-portrait Focus Artists - Dali, Magritte, Linda Apple.</p>	<p><u>Topic – Patterns and Printing</u></p> <p>During this unit, the children will:</p> <p>Investigate and compare designs by the focus artists Investigate repeating patterns - symmetrical, regular, irregular. Make observational drawings - Naturalist issues. Design pattern motifs Create printing blocks Print nature inspired repeating patterns. Focus artists - William Morris Althea McNish</p>	<p><u>Topic: Architecture</u></p> <p>During this unit, the children will:</p> <p>Investigate: The role of an architect and what architecture is. Draw with perspective (simple house). Artist focus - Hundertwasser. Design a building inspired by Hundertwasser. Investigate modern architecture - schools Draw a concept design. Design through making - making a model house.</p>
<p>ICT Clip Art, internet.</p>	<p>ICT Research architects</p>	<p>ICT Use ipads to create artistic photos to put in collage</p>
AUTUMN	SPRING	SUMMER
<p><b>P.E</b> <i>This term, we will be focusing on improving our physical competency, tactical awareness, improving our understanding of rules and participating in a range of sports.</i></p> <p><i>Children will also understand the effect of PE on their bodies and how they can become physically literate.</i></p> <p><i>We have a PE specialist who will teach and work with the children during their gymnastics sessions.</i></p>	<p><i>This term, we will be focusing on improving our physical competency, tactical awareness, improving our understanding of rules and participating in a range of sports.</i></p> <p><i>Children will also understand the effect of PE on their bodies and how they can become physically literate.</i></p> <p><i>We have a PE specialist who will teach and work with the children during their dance sessions.</i></p>	<p><i>This term, we will be focusing on improving our physical competency, tactical awareness, improving our understanding of rules and participating in a range of sports.</i></p> <p><i>Children will also understand the effect of PE on their bodies and how they can become physically literate.</i></p> <p><i>We have a PE specialist who will teach and work with the children during their athletic sessions.</i></p>

<p><i>These are the activities and lessons that we will be covered:</i></p> <p><u>Gymnastics</u>-: mastering fundamental movement skills such as running, jumping, balancing, and landing, which form the foundation for gymnastics. Students continue to improve basic locomotor and non-locomotor skills that are essential for gymnastic movements. Body management: control their bodies through various movements, positions, and shapes. Students improve body alignment, body tension, and body control, which are crucial for executing gymnastics routines. Pupils continue to master their own sequences and routines using small and large apparatus and work on improving their flexibility through stretching exercises and developing strength through various activities.</p> <p><u>Invasion Games - Basketball, Handball and Hockey.</u></p> <p>During these sports pupils will continue to master, game specific skills like dribbling, shooting, passing, attacking and defending. They will also learn simple tactics for each including: how to defend and attack as well as how to make space, who to pass to etc</p>	<p><i>These are the activities and lessons that we will be covered:</i></p> <p><u>NFL (American Football)</u> Pupils learn about the rules and tactics of the game, how to throw and catch,tackle, make up plays, defend and attack.</p> <p><u>Net/wall Games - Tennis</u> Pupils continue with the tennis progression from previous years. Improving and honing their skills of volleying, backhand/forehand shots, positioning, tactics and scoring, umpiring, serves, etc</p> <p><u>Dance</u> Develop pupils' ability to express themselves through movement. They explore various body movements, rhythms, and patterns, and to create their own dance movements and sequences. Pupils continue to improve proper body alignment, posture and coordination.</p> <p>Pupils learn to create dance compositions. They learn about the elements of dance, such as space, time, energy, and relationship, and how to manipulate these elements to create meaningful and aesthetically pleasing dance pieces.</p>	<p><i>These are the activities and lessons that we will be covered:</i></p> <p><u>Athletics</u>- preparing for the area athletics competition, short sprints, long distance running, throwing and jumping including the triple jump.</p> <p><u>Striking and Fielding - Rounders</u> skills, rules and tactics. Modified versions of rounders. Fielding, batting, bowling.</p>
<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
<p><b><u>R.E.</u></b> <u>Christianity and Buddhism</u></p> <p>During this unit, the children will:</p> <p>Identify key features of religions Look at beliefs and practices of Buddhism and compare to Christianity. Compare how the two religions were founded and how followers try to follow the teachings of the founder. Look at how Christmas has become a secular festival.</p>	<p><u>Christianity</u></p> <p>During this unit, the children will:</p> <p>Consider creation and science: conflicting or complementary? Look at Genesis and compare this to the Big Bang and evolutionary theory. Can you be a scientist and a Christian? Understand what Christians believe Jesus did to 'save' people? [Salvation] Understand the sacrifice and how it fits with Holy Communion</p>	<p><u>Christianity</u></p> <p>During this unit, the children will:</p> <p>Explore for Christians, what kind of king was Jesus? [Kingdom of God] Study Jesus's parables and what they tell us about the Kingdom of God</p> <p>Explore what matters most to Humanists and Christians? Look at the beliefs of Humanists and how they compare to the beliefs of Christians.</p>



ICT Animated Nativity story	ICT	ICT Internet research.
AUTUMN	SPRING	SUMMER
<p><b>PHSCE</b></p> <p><u>Rights, Rules and Responsibilities</u> Children will learn:</p> <p>To recognise their right to feel respected and their responsibility to show respect to all, including those in positions of authority and those we meet online. To describe views about courtesy and manners amongst people they know and places they go. To explain and demonstrate rules for keeping safe online and who to speak to if they feel unsafe. To be able to take part in a debate respectfully, listening to others and sharing their own view.</p> <p><u>Healthier Lifestyles</u> Children will learn:</p> <p>To be aware of and to be able to identify a range of factors which contribute to their physical and mental health. To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell guide represents this balanced diet. To understand the benefits of a range of nutrients for keeping the body healthy. To be able to plan, prepare and cook simple healthy meals To understand the benefits of physical activity for promoting health, and the risks of not engaging in it. To know about the benefits and risks to their physical and mental health of time spent online. To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on and take responsibility for their own lifestyle choices.</p> <p><u>Anti-bullying</u> Children will learn:</p> <p>To correctly distinguish between friendship difficulties and bullying. To define the key characteristics of verbal, physical, indirect and cyber forms of bullying.</p>	<p><u>RSE</u> Children will learn:</p> <p>To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.(Sex Education).  To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p> <p><u>Personal Safety</u> Children will learn:</p> <p>To know where to get advice e.g. family, school and/or other sources. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><u>Drug Education</u> Children will learn:</p> <p>To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal. To understand the role of medicines in promoting, improving and sustaining health. To further understand the role of immunisations and implications for health. To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences.  To develop their knowledge, understanding and attitudes relating to nicotine and tobacco, effects and associated risks and consequences.</p> <p><u>Managing Change</u> Children will learn:</p> <p>To be able to identify a range of situations which involve loss and change.  To recognise emotions associated with loss and change, and understand how these can change over time.  To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others.  To develop strategies for coping with future changes that they may experience.  To identify the changing influences on their friendships and relationships, and how they might manage these.</p>

<p>To understand the common elements of all types of bullying and those that differ.</p> <p>To understand how people who bully may use power imbalance, manipulation and exclusion within groups.</p> <p>To understand cyberbullying, how to take positive action to prevent it and how to ask for help.</p> <p>To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved.</p> <p>To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community.</p>		
<p><b>FRENCH</b></p> <p><u>Topic :La Phonétique (Phonics 1-4)</u></p> <p>Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song.</p>	<p><u>Topic: Le week-end (Weekend)</u></p> <p>Pupils will learn phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications.</p> <p>Pupils will develop the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>	<p><u>Topic: Moi Dans Le Monde</u></p> <p>(Me in the world)</p> <p>Pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries.</p>