

**CURRICULUM MAP: YEAR A – KEY STAGE 2**

|   | World War I/II  |   | Africa   |  | Romans – History focus  |  |
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|   | 1   | 2   | 3  | 4  | 5   | 6  |
| Class 3/4<br><br>English<br><br>Class 5 | Performance poems Y4<br>Fables Y4<br>Instructions & explanations Y4   | Information texts Y4<br>Poetry – image poems Y4<br>Fairy stories and playscripts Y4<br>Argument & debate Y5   | Myths & legends Y4<br>Biographies & autobiographies Y5<br>Recounts Y4  | Stories about imaginary worlds Y3<br>Non-chronological reports Y4<br>Persuasive writing Y4   | Stories about times past Y4<br>Poetry – syllabic Y4<br>List poems & kennings Y4   | Performance poems Y3<br>Reports & journalistic writing Y5<br>Stories from other cultures Y4  |
|   | Classic fiction Y5<br>Recounts Y5<br>Instructions & explanations Y5   | Significant authors Y6<br>Tales from other cultures Y6<br>Narrative poems Y6  | Narrative poems & oral stories Y5<br>Short stories – fantasy Y5<br>Non-chronological reports Y5  | Persuasive writing Y6<br>Stories with flashbacks Y6<br>Poetry – power of imagery Y5  | Slam poetry Y5<br>Short stories – mystery Y5<br>Classic fiction Y5  | Modern classic fiction Y6<br>Information texts Y6<br>Letter writing Y6   |
| Maths                                   | Number and place value<br>Number - Addition and subtraction<br>Number - Multiplication and division<br>Number - Fractions and decimals<br>Money<br>Time<br>Properties of shape<br>Statistics – bar charts and pictograms.   |   | Number and place value<br>Number - Addition and subtraction<br>Number - Multiplication and division<br>Number - Fractions and decimals<br>Measurements<br>Money<br>Position and direction<br>Tables and bar charts   |  | Number and place value<br>Number - Addition and subtraction<br>Number - Multiplication and division<br>Number - Fractions and decimals<br>Measurements<br>Time<br>Properties of shapes<br>Position and direction<br>Graphs  |  |
| Class 3/4<br><br>Science                | Animals including humans Y3<br><ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> | Electricity Y4<br><ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp</li> </ul> | Light Y3<br><ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change</li> </ul> | States of Matter Y4<br><ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | Plants Y3<br><ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including</li> </ul> | Earth & Space Y5<br><ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the Sun in the solar system.</li> <li>Describe the movement of the moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> |

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| Class 5   | <p>Earth &amp; Space Y5</p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the Sun in the solar system.</li> <li>Describe the movement of the moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>   | <p>lights in a simple series circuit</p> <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Electricity Y6</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> | <p>Light Y6</p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</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> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> | <p>Light Y6</p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</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> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> | <p>pollination, seed formation and seed dispersal.</p> <p>Evolution Y6</p> <ul style="list-style-type: none"> <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.</li> </ul> | <p>Living things Y5</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> |
| Working scientifically in Science (taught across year). | <ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present findings, including relationships, conclusions and explanations, in oral and written form.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Plan scientific enquiries, including recognising and controlling variables where necessary.</li> <li>Record and present results/data using keys, scientific diagrams, labels, models, tables, bar &amp; line graphs.</li> <li>Make systematic and careful observations</li> <li>Identify changes, differences and similarities related to scientific ideas</li> <li>Gather, record and classify data</li> <li>Draw simple conclusions.</li> <li>Ask relevant questions</li> <li>Record findings using simple scientific language, tables, drawings and labelled diagrams in displays and presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas</li> </ul> |   |  |  |   |  |
| History / geography                                     | <p>World War I/II</p> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the</li> </ul>  | <p>Africa</p> <ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and</li> </ul>  | <p>Romans – life before, invasion, entertainment, mosaics, Boudicca, army, engineering, legacy, local study Cirencester&amp; Gloucester.</p>   |  |   |  |

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|  | <p>earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• 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</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p style="text-align: center;"><b>Geography skills that will be used.</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></li> </ul> | <p>marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <ul style="list-style-type: none"> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> | <ul style="list-style-type: none"> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• 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</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• The Roman Empire and its impact on Britain.</li> </ul> <p style="text-align: center;"><b>Geography skills that will be used.</b></p> <ul style="list-style-type: none"> <li>• <b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</b></li> <li>• <b>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</b></li> <li>• <b>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</b></li> <li>• <b>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> </ul> |
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|      |   |   | <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>  |
| Art  | <p>Sketching.</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences.</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul> | <p>Painting</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>Learn about great artists, architects and designers in history.</li> </ul>   | <p>Sculpture - Clay pots</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>Create sketch books to record their observations and use them to review and revisit ideas</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>Learn about great artists, architects and designers in history.</li> </ul>   |
| D.T. | <p>Cooking</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Understand and apply the principles of nutrition and learn how to cook.</li> </ul>  | <p>Electricity</p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> | <p>Construction – catapults.</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>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.</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>Investigate and analyse a range of existing products.</li> </ul> |

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|           |   |   | <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>  |
| Music     | <p style="text-align: center;">Singing</p> <ul style="list-style-type: none"> <li>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Ten pieces: Earth and Space (Holst)</li> </ul> | <p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> <li>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Carnival of the Animals</li> </ul> | <p style="text-align: center;">Notation and history.</p> <ul style="list-style-type: none"> <li>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>Use and understand staff and other musical notations.</li> <li>Develop an understanding of the history of music.</li> </ul>   |
| PE        | <p style="text-align: center;">Team net/wall games – football, hockey, netball.</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>   | <p style="text-align: center;">Gym/dance</p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>  | <p style="text-align: center;">Athletics, rounders, cricket, tennis, swimming (Yr 5/6)</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Swim competently, confidently and proficiently over a distance of at least 25 meters.</li> <li>Use a range of strokes effectively.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> |
| Computing | <p style="text-align: center;">ESafety &amp; Programming</p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>  | <p style="text-align: center;">Technology in our lives &amp; Programming.</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>  | <ul style="list-style-type: none"> <li>Technology in our lives &amp; Programming.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>  |

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|           | <p>simulating physical systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> | <ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> </ul> |
| R.E.      | <ul style="list-style-type: none"> <li>• Creation &amp; Science: Conflicting or complementary?</li> <li>• Why do some people believe in God and some people not?</li> </ul>   | <ul style="list-style-type: none"> <li>• Why do Hindus want to be good?</li> <li>• What do Christians believe Jesus did to "save" people?</li> </ul>   | <ul style="list-style-type: none"> <li>• For Christians, what kind of king is Jesus?</li> <li>• How does faith help people when life gets hard?</li> </ul>  |
| Class 3/4 | <p>British values – The rule of law and democracy.</p> <ul style="list-style-type: none"> <li>• Why different rules are needed in different situations and how to take part in making them.</li> </ul> <p>Social issues.</p> <ul style="list-style-type: none"> <li>• Issues of interest/relevance to their locality.</li> </ul>  | <p>Media influence.</p> <ul style="list-style-type: none"> <li>• Reacting to events on TV, e.g. terrorism, racism, inappropriate behaviour of role models.</li> <li>• Advertising, e.g. influence, bias, distortion.</li> </ul> <p>British values – liberty.</p> <ul style="list-style-type: none"> <li>• Human rights and that children have their own special rights set out in the United Nations, Declaration of the Rights of the child (UNCRC).</li> <li>• Different kinds of responsibilities, rights and duties at home and at school.</li> </ul> <p>Friends and family.</p> <ul style="list-style-type: none"> <li>• Changes in relationships with parents and friends.</li> <li>• Different types of love.</li> <li>• The need for trust and love in marriage and established relationships.</li> <li>• The responsibilities that parents have for babies and children.</li> <li>• Positive touch activities.</li> <li>• The need to seek permission when we touch someone else.</li> <li>• The need to be respectful of a person's personal boundaries.</li> </ul> <p>British values – liberty and respect.</p> <ul style="list-style-type: none"> <li>• Topical issues, problems and events (including the global environment) and how to take part in debates.</li> </ul> | <p>Kindness and anti-bullying.</p> <ul style="list-style-type: none"> <li>• The difference between isolated incidents of unkind behaviour and bullying.</li> <li>• Recognising that bullying behaviour is not the norm.</li> <li>• Identifying acts of kindness.</li> <li>• Exploring how kindness benefits all involved.</li> </ul> <p>Financial capability.</p> <ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase.</li> <li>• Different sources of income.</li> <li>• Different forms of money and payment.</li> </ul> <p>Friends and family.</p> <ul style="list-style-type: none"> <li>• Friends.</li> <li>• Changes in relationships, e.g. with parent, boyfriend/girlfriend.</li> </ul>  |
| PSHE      |   |  |   |
| Class 5   | <p>British values - The rule of law and democracy.</p> <ul style="list-style-type: none"> <li>• Rules and laws that protect themselves and others and how they are made and changed.</li> </ul>   |  |   |

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|                                  | <p>British values – liberty.</p> <ul style="list-style-type: none"> <li>• Different kinds of responsibilities, rights and duties in the community.</li> <li>• Rights in relation to the law.</li> </ul> <p>British values –charity work.</p> <ul style="list-style-type: none"> <li>• The role of voluntary and community groups.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of national, regional, religious or ethnic identities in the United Kingdom.</li> </ul> <p>Media influence.</p> <ul style="list-style-type: none"> <li>• How events are portrayed, e.g. terrorism, racism, inappropriate behaviour of role models.</li> <li>• Advertising, e.g. influence, bias, distortion.</li> <li>• Media influence.</li> <li>• Body image.</li> </ul> <p>Personal responsibility.</p> <ul style="list-style-type: none"> <li>• Bereavement.</li> <li>• Managing feelings.</li> <li>• Self-worth.</li> <li>• Anxiety – triggers, positive strategies for coping.</li> <li>• Resilience.</li> <li>• Self-harm.</li> <li>• Hygiene.</li> <li>• Diet, exercise and sleep.</li> <li>• Illness, wellness and balance.</li> <li>• Assertiveness – confidence without being aggressive.</li> </ul> | <ul style="list-style-type: none"> <li>• The need for trust and love in marriage and established relationships.</li> <li>• Protective behaviours.</li> <li>• Assertiveness – confidence without being aggressive.</li> <li>• Positive touch activities.</li> <li>• The need to seek permission when we touch someone else.</li> <li>• The need to respect personal boundaries.</li> </ul> <p>Financial capability.</p> <ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase.</li> <li>• Different sources of income.</li> <li>• Different forms of money and payment.</li> <li>• Managing a budget.</li> <li>• Enterprise opportunities.</li> </ul>                                   |
| <p>R&amp;SE: Y3<br/>(Term 6)</p> |  |  | <ul style="list-style-type: none"> <li>• Recognise the <b>main</b> organs of the human bodies.</li> <li>• To understand there are different types of love.</li> <li>• To understand how infection can spread and how to prevent the spread.</li> <li>• To understand that our bodies have three main lines of natural defence.</li> </ul> <p><u>Vocab:</u> antibacterial, microbes, symptom, transmission, contagious, hygiene, infection, antibodies, immune, inflammation, white blood cell, disease, vaccination.</p>  |
| <p>R&amp;SE: Y4<br/>(Term 6)</p> |  |  | <ul style="list-style-type: none"> <li>• To recognise the main external parts of the bodies of humans including agreed names for reproductive organs.</li> <li>• To understand some of the physical changes that will happen as humans get older [Science]</li> <li>• To consider their responsibilities and level of independence.</li> <li>• To understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living.</li> <li>• To understand that antibiotics should be taken only as prescribed.</li> </ul> <p><u>Vocab:</u> penis, testicles, vulva, breasts, respiratory / circulatory / digestive / nervous / reproductive systems, puberty, adolescence, period,</p> |

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|                      |  |  | <p><i>menstruate, menstruation, antibiotic, disease, illness, immune system, medicine, symptom.</i></p>   |
| R&SE: Y5<br>(Term 6) |  |  | <ul style="list-style-type: none"> <li>• To challenge gender based stereotypes.</li> <li>• To know and understand the physical changes that take place during puberty and why they happen. [Science]</li> <li>• To understand that emotional as well as physical changes happen at different rates for different people.</li> <li>• To consider new aspects of personal hygiene relevant to puberty.</li> </ul> <p><i><u>Vocab:</u> puberty, changes, personal hygiene, hormones, oestrogen, progesterone, testosterone, testicles, ovaries.</i></p>  |
| R&SE: Y6<br>(Term 6) |  |  | <ul style="list-style-type: none"> <li>• To understand genetic inheritance.</li> <li>• To understand the functions of male and female reproductive organs.</li> <li>• To know and understand the physical changes that take place during puberty and why they happen. [Science]</li> <li>• To be able to recognise their own changing emotions and be able to express their feelings and concerns positively.</li> <li>• To consider the need for trust and love in marriage established relationships.</li> <li>• To consider different types of love.</li> <li>• To know about the facts of the human lifecycle including sexual intercourse.</li> <li>• To understand how babies are born.</li> <li>• To explore the impact a new baby has on a family.</li> </ul> <p><i><u>Vocab:</u> genetics, chromosomes, characteristics, traits, penis, testicles, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, puberty, erection, ejaculation, conception, pregnancy, foetus, embryo, families, adoption, lesbian and gay relationships, wider family, brother, sister, step/half brother / sister, grandparents, contraction, labour, dilation, cervix, umbilical cord, placenta, amniotic fluid, caesarean section,</i></p> |