

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

	Pole to Pole – Geography focus		Anglo-Saxons/Vikings		The Americas – Geography focus	
	1	2	3	4	5	6
Class 3/4  English	Performance poems Y4 Fables Y4 Instructions & explanations Y4	Information texts Y4 Poetry – image poems Y4 Fairy stories and playscripts Y4 Argument & debate Y5	Myths & legends Y4 Biographies & autobiographies Y5 Recounts Y4	Stories about imaginary worlds Y3 Non-chronological reports Y4 Persuasive writing Y4	Stories about times past Y4 Poetry – syllabic Y4 List poems & kennings Y4	Performance poems Y3 Reports & journalistic writing Y5 Stories from other cultures Y4
Class 5	Short stories - mystery Y5 Recounts Y5 Instructions & explanations Y5	Significant authors Y6 Tales from other cultures Y6 Narrative poems Y6	Narrative poems & oral stories Y5 Classic fiction Y5 Non-chronological reports Y5	Persuasive writing Y6 Stories with flashbacks Y6 Poetry – power of imagery Y5	Slam poetry Y5 Short stories – fantasy Y5 Classic fiction Y5	Modern classic fiction Y6 Information texts Y6 Letter writing Y6
Maths	Number and place value Number - Addition and subtraction Number - Multiplication and division Number - Fractions and decimals Money Time Properties of shape Statistics – bar charts and pictograms.		Number and place value Number - Addition and subtraction Number - Multiplication and division Number - Fractions and decimals Measurements Money Position and direction Tables and bar charts		Number and place value Number - Addition and subtraction Number - Multiplication and division Number - Fractions and decimals Measurements Time Properties of shapes Position and direction Graphs	
Class 3/4  Science	Animals including humans Y3 <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 <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 lights in a simple series circuit</li> </ul>	Light Y3 <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 <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 <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 pollination, seed formation and seed dispersal.</li> </ul>	Earth & Space Y5 <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>

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>	<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>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>Study of the Poles including marine life.</p> <ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a</li> </ul>	<p>Anglo-Saxons/Vikings</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>		<p>America's rainforests and marine environments.</p> <ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a</li> </ul>		

	<p>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>• 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</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>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <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>• 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> </ul> <p style="text-align: center;">Geography skills used this unit.</p> <ul style="list-style-type: none"> <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> </ul>	<p>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>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <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>• 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</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>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</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> <p style="text-align: center;">Geography skills used this unit.</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> </ul>
Art	Pencil sketching of Polar animals.	Anglo-Saxon/Viking Sculpture/collage	Painting in the style of Rousseau

	<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>	<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>• 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>	<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>Electricity – torches.</p> <ul style="list-style-type: none"> <li>• Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</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>• Critique, evaluate and test their ideas and products and the work of others.</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>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <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>• 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> </ul>	<p>Mechanical systems.</p> <ul style="list-style-type: none"> <li>• Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</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>• Critique, evaluate and test their ideas and products and the work of others.</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>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <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>• 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> </ul>	<p>Textiles/Sewing</p> <ul style="list-style-type: none"> <li>• Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</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>• Critique, evaluate and test their ideas and products and the work of others.</li> <li>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <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> </ul>

	<ul style="list-style-type: none"> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<ul style="list-style-type: none"> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</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: Night on Bare Mountain</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>Ten pieces: Young Persons Guide to the Orchestra.</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>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>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 simulating physical systems; solve problems by decomposing them into smaller parts.</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>	<p style="text-align: center;">Multimedia &amp; Data Handling.</p> <ul style="list-style-type: none"> <li>Able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</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</li> </ul>



	<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> <li>•</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> </ul>	<ul style="list-style-type: none"> <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> </ul>
R&SE: Y3 (Term 6)			<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>
R&SE: Y4 (Term 6)			<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, menstruate, menstruation, antibiotic, disease, illness, immune system, medicine, symptom.</p>
R&SE: Y5 (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> </ul>

			<ul style="list-style-type: none"> <li>• To consider new aspects of personal hygiene relevant to puberty.</li> </ul> <p><i>Vocab: puberty, changes, personal hygiene, hormones, oestrogen, progesterone, testosterone, testicles, ovaries.</i></p>
R&SE: Y6 (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>Vocab: 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>