

YEAR 6 Curriculum Map – Cycle 1

Term	Science	Geography	History	PE	Art	RE	D&T	Computing	MFL	Music	PSHE
1	<p>Living Things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>End of the Roman period/Anglo Saxons Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance: why did the Romans leave Britain? What did they leave which we still use now?</p> <p>Understand how our knowledge of the past is constructed from a range of sources by making a list of the possible resources which could be used</p> <p>Make confident use of a variety of sources for independent research</p> <p>Describe changes in Britain from the Stone Age to the Iron Age: in homes, clothes, hunting</p>	<p>Learning Journey (Cognitive) I have a clear idea of how to develop my own and others' work.</p> <p>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>SWIMMING Perform a surface dive</p> <p>Swim over 10m using a range of strokes accurately</p> <p>Perform a range of jumps into deep water and tread water when resurfacing</p> <p>Perform a forward somersault tucked in the water</p>	<p>End of the Roman period/Anglo Saxons: Produced work inspired by:</p> <ul style="list-style-type: none"> Pagan god: The Green Man. <p>Outcome:</p> <ul style="list-style-type: none"> Creation of pagan god: The Green Man. (Sketching and watercolours) 	<p>Unit 3 – Why do religious books and teachings matter?</p> <p>The focus is on exploring different religious writings and how believers take meaning from them. As well as the messages conveyed through stories</p>	<p>Cooking and nutrition <u>Focus on harvest and the growing and storing of different crops and the rearing of livestock. Compare these with a present day "Eat Well Plate"</u></p> <p>-Understand about the variety of crops grown in Anglo-Saxon society and about the techniques used for harvesting them. - Plan and make Anglo-Saxon honey shortbread</p>	<p>E-safety –Term 1 Review and edit our online safety rules.</p> <p>Term 2 – Not to share inappropriate images (nude selfies)</p> <p>Touch typing skills</p> <p>Coding using App Inventor (used to design and program apps) – program a button to make a sound – program using random integers – change the input and output – adapt an app to create random story settings</p>	<p>Revision of greetings, numbers</p> <p>Learn/revise about classroom routines, subjects/lessons</p>	<p>Happy Pop/Neo Soul</p> <p>Being Happy!</p> <p>Top of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking on Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> Know how to set goals for the year ahead. Understand what fears and worries are. Know about children's universal rights (United Nations Convention on the Rights of the Child). Know about the lives of children in other parts of the world. Know that personal choices can affect others locally and globally. Understand that their own choices result in different consequences and rewards. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process
2	<p>Electricity – Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.</p>			<p>Learning Journey (Creative) I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas. (B)</p>		<p>Key questions: How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs?</p> <p>Key concepts/stories – compare the Bible and Qu'ran. The Night of Power The parable of the lost sheep The story of the Prodigal Son</p>		<p>Learn about hobbies- be able to say what I do on different days of the week</p> <p>Revise months of the year/seasons</p> <p>Christmas</p>	<p>Classroom Jazz 2 Bacharach and Blues</p> <p>Jazz, improvisation and composition</p> <p>Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Know that there are different perceptions of 'being normal' and where these might come from. Know that being different could affect someone's life. Know that power can play a part in a bullying or conflict situation. Know that people can hold power over others individually or in a group. Know why some people choose to bully others. Know that people with disabilities can lead amazing lives. Know that difference can be a source of celebration as well as 	

3	<p>Animals Including Humans – Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ie CHINA</p>	<p>Shang Dynasty - China</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources: written texts, paintings, artefacts</p> <p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in depth study of the following: The Shang Dynasty of Ancient China</p>	<p>Learning Journey (Social)</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I can negotiate and collaborate appropriately</p>	<p>Shang Dynasty - China Produced work inspired by:</p> <ul style="list-style-type: none"> The Great Wall of China <p>Outcome:</p> <ul style="list-style-type: none"> Drawing of the Great Wall of China showing a horizon and a single vanishing point. Silhouette of the Great Wall of China using Pastels 	<p>Unit 5 – Why are some journeys and places special?</p> <p>An exploration of why some people believe that some places are special and what practices and events are associated with these places. Main focus is comparing Christian and Muslim practices</p>	<p>Cooking and nutrition</p> <p><u>Explore the varied diet of different ranks within the Shang hierarchy</u></p> <p>-Understand about the variety of foodstuffs available in Shang society. -Understand the graded diets within Shang society. -Understand the nutritional value of the graded Shang diet. -Plan and make savoury sweet Laksa cookies</p>	<p>E-safety – Term 3 – be safe social networkers</p> <p>Term 4 – Respect the personal information and privacy of others.</p> <p>Touch typing skills</p> <p>Coding in the language of Python (a text-based programming language).</p> <p>– Code using Python to instruct the computer to display messages and repeat messages</p> <p>– explore the input command and variables to create a program that asks the user questions and then uses that information</p> <p>– use random variables</p> <p>– combine different functions to create a story generator</p>	<p>Learn/revise rooms in the house</p> <p>Be able to use a simple sentence to describe what is in each room</p>	<p>A New Year Carol</p> <p>Classical or Urban Gospel</p> <p>Benjamin Britten’s music and cover versions</p> <p>I Mun Be Married on Sunday Fishing Song</p>	<p>conflict.</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> Know their own learning strengths. Know how to set realistic and challenging goals. Know what the learning steps are they need to take to achieve their goal. Know a variety of problems that the world is facing. Know how to work with other people to make the world a better place. Know some ways in which they could work with others to make the world a better place. Know what their classmates like and admire about them.
4	<p>Evolution & Inheritance – Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>			<p>Learning Journey (Applying Physical)</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations</p>		<p>Key Questions: Why do some people go on pilgrimage and special journeys?</p> <p>Key concepts/stories: Pilgrimage, Muslim Hajj Visit a place of pilgrimage, baptism and naming ceremonies, weddings</p>			<p>Revise family and relationships</p> <p>Be able to describe relationships in the family</p> <p>Easter celebrations</p>	<p>You’ve got a Friend</p> <p>70s Ballad/Pop</p> <p>The music of Carole King</p> <p>The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up on The Roof sung by The Drifters Will You Still Love Me Tomorrow? (You Make Me Feel Like) A Natural Woman sung by Carole King</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> Know how to take responsibility for their own health. Know how to make choices that benefit their own health and well-being. Know about different types of drugs and their uses. Know how these different types of drugs can affect people’s bodies, especially their liver and heart. Know that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risk that this can involve. Know what it means to be emotionally well. Know that stress can be triggered by a range of things. Know that being stressed can cause drug and alcohol misuse.

5	<p>Light – Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p>Use maps, charts etc. to support decision making about the location of places <eg>new bypass</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom(and the wider world)</p>	<p>Industrial Revolution:</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance: effect of the industrial revolution on the local area</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms: Cadbury factory – explore the history of the factory, where there other factories in the area?</p>	<p>Learning Journey (Health and Fitness)</p> <p>I can self-select and perform appropriate warm up and cool down activities</p> <p>I can identify possible dangers when planning an activity</p>	<p>Industrial revolution: Produced work inspired by:</p> <ul style="list-style-type: none"> William Morris <p>Outcome:</p> <ul style="list-style-type: none"> Recreated art in the same style. 	<p>Unit 6 – How do we make moral choices?</p> <p>A discussion of moral issues in their own lives and an exploration of Hindu and Christian codes of behaviour – compare and contrast</p>	<p>Processes</p> <p><u>Pulley systems to lift and position a given item Design</u> - Use research into famous designers and inventors to inform the design of our own innovative pulley systems. - Generate, develop and model our ideas through the use of: discussion, annotated sketches, exploded diagrams, prototypes etc. <u>Make</u> - Use our knowledge of materials and techniques to refine and adapt our pulley systems to improve how they function and where appropriate, their aesthetic qualities. - Use our technical knowledge and accurate skills to solve problems we may encounter while making our pulley systems. <u>Technical knowledge</u> Accurately and appropriately use a wide range of methods to strengthen, stiffen and reinforce our pulley systems. <u>Evaluate</u> - Use our knowledge of famous designs to further explain the effectiveness of existing products and the pulley systems we have made.</p> <p>Cooking and nutrition</p> <p><u>Explore the basic diet of the working-class Victorian with a focus on local coal miners</u> -Know what foodstuffs were available to working class Victorians. -Understand the diet amongst working class Victorians. -Understand the Victorian diet -Plan a miner’s pastie with a variety of ingredients for the filling.</p>	<p>E-safety –Term 5 – Use our skills to solve online safety issues.</p> <p>Term 6 - Be safe gaming experts.</p> <p>Touch typing skills</p> <p>Coding using MakeCode Arcade: –design a space explorer - make a player character that can jump and move around a tilemap. - create a game called ‘Chase the Pizza’ – create a game that shoots projectiles. – design our own dodge game.</p>	<p>Learn/revise about sports and hobbies</p> <p>Be able to say what is my favourite sport and when I play it.</p>	<p>Music and Me</p> <p>Hip Hop, Classical, Electronic, Soul, Contemporary</p> <p>Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche</p>	<p>Relationships</p> <ul style="list-style-type: none"> Know that it is important to take care of their own mental health. Know ways that they can take care of their own mental health. Know the stages of grief and that there are different types of loss that cause people to grieve. Know that sometimes people can try to gain power or control them. Know some of the dangers of being ‘online’. Know how to use technology safely and positively to communicate with their friends and family.
6			<p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 Use evidence to support arguments</p>	<p>LEARNING JOURNEY (Personal)</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets</p>		<p>Key questions: What are the consequences of the moral choices we make? What people and organisations help in making moral choices? How do we decide what is right and wrong?</p> <p>Key concepts/stories: Hindu festival of Navrati, moral dilemmas, Hindu female deities</p>			<p>Learn the names of foods</p> <p>Be able to express a preference and say why.</p> <p>Engage in conversations about likes and dislikes</p> <p>Bastille Day</p>	<p>Year 6 Leavers’ Production</p>	<p>Changing Me</p> <ul style="list-style-type: none"> Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know how a baby develops from conception through the nine months of pregnancy and how it is born. Know how being physically attracted to someone changes the nature of the relationship. Know the importance of self-esteem and what they can do to develop it. Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next

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YEAR 6 Curriculum Map – Cycle 2

Term	Science	Geography	History	PE	Art	RE	DT	Computing	MFL	Music	PSHE
1	<p>Living Things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of 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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p>Vikings and Anglo-Saxons</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Why did the Vikings come here? How did they contribute to the local population?</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. What was life like for people at that time? Beliefs, clothes, rituals, homes</p> <p>Understand how our knowledge of the past is constructed from a range of sources: stories, art, artefacts</p> <p>Make confident use of a variety of sources for independent research</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Use evidence to support arguments</p>	<p>Learning Journey (Cognitive)</p> <p>I have a clear idea of how to develop my own and others' work.</p> <p>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>SWIMMING Perform a surface dive</p> <p>Swim over 10m using a range of strokes accurately</p> <p>Perform a range of jumps into deep water and tread water when resurfacing</p> <p>Perform a forward somersault tucked in the water</p>	<p>Mountains and Rivers</p> <p>However Art & Design linked to 'Human Form'</p> <p><u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> o Human Form <p>Outcome:</p> <ul style="list-style-type: none"> o Detailed sketches of facial features and posture 	<p>Unit 11 – What does it mean to belong to a religion (Islam)? What is it like to be a Muslim?</p> <p>Key questions: How do Muslims live out their beliefs in: 1 – the journey of life; 2 – festivals and practices; 3- faith communities; 4 – the wider world</p>		<p>E-safety –Term 1 Review and edit our online safety rules.</p> <p>Term 2 – Not to share inappropriate images (nude selfies)</p> <p>Touch typing skills</p> <p>Coding using App Inventor (used to design and program apps) – program a button to make a sound – program using random integers – change the input and output – adapt an app to create random story settings</p>	<p>Revision of greetings, numbers</p> <p>Learn/revise about classroom routines, subjects/lessons</p>		<p>Being Me in My World</p> <ul style="list-style-type: none"> • Know how to set goals for the year ahead. • Understand what fears and worries are. • Know about children's universal rights (United Nations Convention on the Rights of the Child). • Know about the lives of children in other parts of the world. • Know that personal choices can affect others locally and globally. • Understand that their own choices result in different consequences and rewards. • Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process
2	<p>Electricity – Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>			<p>Learning Journey (Creative)</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas. (B)</p>		<p>Key concepts/stories: Muslims scientist and inventors, Shahadah, Salah, Sawm, Zakat, Hajj, Qu'ran,</p>			<p>Learn about hobbies- be able to say what I do on different days of the week</p> <p>Revise months of the year/seasons</p> <p>Christmas</p>		<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from. • Know that being different could affect someone's life. • Know that power can play a part in a bullying or conflict situation. • Know that people can hold power over others individually or in a group. • Know why some people choose to bully others. • Know that people with disabilities can lead amazing lives.

											<ul style="list-style-type: none"> • Know that difference can be a source of celebration as well as conflict.
3	<p>Animals Including Humans – Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Locate the world's countries, using maps to focus on..... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Mayan Civilisation</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>	<p>Learning Journey (Social)</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I can negotiate and collaborate appropriately</p>	<p>Mayans:</p> <p><u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> o Mayan Temple. o Ancient Mayan art. o Traditional Mayan Art <p><u>Outcome:</u></p> <ul style="list-style-type: none"> o Sketch of Mayan Temple using ratio and repeated features o Re-created ancient Mayan art using varying brushstrokes i.e. stippling o Intricate patterned art through printing (calved potatoes / polystyrene) 	<p>Unit 4 – What does it mean to belong to a religion (Christianity)</p> <p>Key questions: How do Christians live out their beliefs in:</p> <p>1 – the journey of life; 2 – festivals and practices; 3- faith communities; 4 – the wider world</p>		<p>E-safety – Term 3 – be safe social networkers</p> <p>Term 4 – Respect the personal information and privacy of others.</p> <p>Touch typing skills</p> <p>Coding in the language of Python (a text-based programming language).</p> <p>– Code using Python to instruct the computer to display messages and repeat messages</p> <p>– explore the input command and variables to create a program that asks the user questions and then uses that information</p>	<p>Learn/revise rooms in the house</p> <p>Be able to use a simple sentence to describe what is in each room</p>		<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Know their own learning strengths. • Know how to set realistic and challenging goals. • Know what the learning steps are they need to take to achieve their goal. • Know a variety of problems that the world is facing. • Know how to work with other people to make the world a better place. • Know some ways in which they could work with others to make the world a better place. • Know what their classmates like and admire about them.
4	<p>Evolution & Inheritance – Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>studied ie The Americas</p>	<p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>Use evidence to support arguments: art, artefacts, written reports from the first explorers</p>	<p>Learning Journey (Applying Physical)</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations</p>		<p>Key concepts/stories: Community, symbols, Holy week/Easter, different denominations,</p>		<p>– use random variables</p> <p>– combine different functions to create a story generator</p>	<p>Revise family and relationships</p> <p>Be able to describe relationships in the family</p> <p>Easter celebrations</p>		<p>Healthy Me</p> <ul style="list-style-type: none"> • Know how to take responsibility for their own health. • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart. • Know that some people can be exploited and made to do things that are against the law. • Know why some people join gangs and the risk that this can involve. • Know what it means to be emotionally well. • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse.

5	<p>Light – Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p> <p>Use evidence to support arguments</p>	<p>Learning Journey (Health and Fitness)</p> <p>I can self-select and perform appropriate warm up and cool down activities</p> <p>I can identify possible dangers when planning an activity</p>	<p>Crime and Punishment: <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> Study ‘Crime & Punishment’ collection by Peter Saul. <p><u>Outcome:</u></p> <ul style="list-style-type: none"> Charcoal on white paper / repeated image Chalk on black paper. Create own work (various mediums including collage) inspired by Peter Saul. Pupils produce two pieces of work on the same theme, using the mediums of their choice, then then evaluate in depth the choices they made / preferences, etc. 	<p>Unit 8 – What do we believe about life? Questions and Mysteries.</p> <p>The feelings people experience under the pressure of change, including birth, death, moving home, natural disasters.</p> <p>Key questions: What answers might be given by ourselves and religions to questions about: 1 – the origin and meaning of life; 2- our place in society and the natural world; 3- the existence or not of God; 4- the experience of suffering; 5- life after death.</p>		<p>E-safety –Term 5 – Use our skills to solve online safety issues.</p> <p>Term 6 - Be safe gaming experts.</p> <p>Touch typing skills</p> <p>Coding using MakeCode Arcade: –design a space explorer - make a player character that can jump and move around a tilemap. - create a game called ‘Chase the Pizza’ – create a game that shoots projectiles. – design our own dodge game.</p>	<p>Learn/revise about sports and hobbies</p> <p>Be able to say what is my favourite sport and when I play it.</p>		<p>Relationships</p> <ul style="list-style-type: none"> Know that it is important to take care of their own mental health. Know ways that they can take care of their own mental health. Know the stages of grief and that there are different types of loss that cause people to grieve. Know that sometimes people can try to gain power or control them. Know some of the dangers of being ‘online’. Know how to use technology safely and positively to communicate with their friends and family.
6				<p>LEARNING JOURNEY (Personal)</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets</p>		<p>Key concepts/stories: Christianity and Buddhism, the life of Buddha, Zacchaeus and Jesus, the Buddhist wheel of life, Kisa Gotami and the Buddha</p>			<p>Learn the names of foods</p> <p>Be able to express a preference and say why. Engage in conversations about likes and dislikes</p> <p>Bastille Day</p>		<p>Changing Me</p> <ul style="list-style-type: none"> Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know how a baby develops from conception through the nine months of pregnancy and how it is born. Know how being physically attracted to someone changes the nature of the relationship. Know the importance of self-esteem and what they can do to develop it. Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class.