

Year 6 Curriculum

	Autumn 1- 6 weeks	Autumn 2- 7 weeks	Spring 1- 6 weeks	Spring 2- 6 weeks	Summer 1- 5 weeks SATS Monday 9th May 2022 – Thursday 12th May 2022.	Summer 2- 7 weeks
Context	Into the Rainforest Benin (H) S - living things and their habitats	Toil and Trouble North America and comparison(G) S – animals inc humans	Cradle of Creation Evolution (S) G - Africa	Crime & Punishment Crime & punishment through the ages, (H) S – light and space	Circuits and the circus Electricity (S) Victorians (H)	Power of the Planet Asia and Australasia (G) S - consolidation
Texts	Main - Children of the Benin Kingdom Supporting - Diary of an Edo Princess	Main – The Wicked Deep Supporting - I Walk in Dread (The Diary of Deliverance Trembly)	Main - Darwin’s Dragons Supporting - Journey to the Centre of the Earth (Graphic Novel)	Main - Smith	Main - Wildboy Supporting - Son of the Circus: A Victorian Story	Main – Running wild Supporting – Kensuke’s Kingdom The Tyger poem
Maths	Unit 6.1 Place Value Comparing numbers up to ten million Multiplying and dividing decimals by 10, 100 and 1000 (up to 3 d.p.) Rounding whole numbers to an appropriate degree of accuracy read, write, order and compare numbers up to 10 000 000 and determine the value of each digit identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places round any whole number to a required degree of accuracy Unit 6.1 Place Value Using negative numbers in context use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above. Unit 6.2 Multiplication and Division Performing mental calculations with mixed operations perform mental calculations, including with mixed operations and large numbers Unit 6.2 Multiplication and Division Using long	Unit 6.3 Using Factors, Multiples and Primes to work with Fractions Identifying common factors, common multiples and prime numbers identify common factors, common multiples and prime numbers Unit 6.3 Using Factors, Multiples and Primes to work with Fractions Comparing and ordering fractions Using common factors and common multiples to find equivalent fractions compare and order fractions, including fractions > 1 use common factors to simplify fractions; use common multiples to express fractions in the same denomination Unit 6.3 Using Factors, Multiples and Primes to work with Fractions Adding and subtracting fractions (different denominators and mixed numbers) using equivalent fractions add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Unit 6.4 Perimeter, Area, Volume Knowing that shapes can have the same area, but different perimeter or the same perimeter but different area recognise that shapes with the same areas can	Unit 6.5 Arithmetical Operations Solving multi-step addition and subtraction problems in context solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solving problems with the four operators solve problems involving addition, subtraction, multiplication and division Unit 6.5 Arithmetical Operations Multiplying whole numbers by decimals (up to 2 d.p.) Solving number problems and puzzles multiply one-digit numbers with up to two decimal places by whole numbers Unit 6.6 Translations and Reflections Using coordinates to describe position describe positions on the full coordinate grid (all four quadrants) Translating and reflecting shapes on a coordinate plane draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Unit 6.7 Fractions, Decimals and Percentages Working with equivalences between simple fractions, decimals and percentages	Unit 6.8 Number Problems and equations Finding possible combinations of two variables express missing number problems algebraically Finding number pairs to satisfy equations in two unknowns find pairs of numbers that satisfy an equation with two unknowns Expressing missing numbers algebraically enumerate possibilities of combinations of two variables Unit 6.9 Converting Measures Converting between standard units of length, mass, volume and time use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Solving problems involving converting between units of measure solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Unit 6.13 Dimensions and Scale Drawing 2-D shapes draw 2-D shapes using given dimensions and angles Using scale factors to solve problems involving similar shapes solve problems involving similar shapes where the scale factor is known or can be found Unit 6.14 Angles, Shapes and Solids Working with angles at a point, on a straight line or vertically opposite recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Working with properties of polygons compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Knowing correct terminology for circles parts illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Representing and building 3-D shapes recognise, describe and build simple 3-D shapes, including	June- https://www.fiverchallenge.org.uk/about-fiver/the-challenge/ Pupils will use £5 pledges to get their business ideas off the ground during the four weeks of the challenge, aiming to make as much profit as they can. The PSHE1 Association identifies that in the 7-11 age range, pupils should have the opportunity to learn: <ul style="list-style-type: none">• What is meant by enterprise and developing ‘enterprising’ skills• About the role money plays in their own and others’ lives (including how to manage their money) and about being a critical consumer• To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (e.g. their contribution to society through payment of VAT)• How resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment *Preparation for secondary school Learn to time manage (routes to school) how long it takes, what bus you need to get or how long you need to walk to school Learn to read a secondary school timetable Learn to budget in for food in supermarkets/ at school for lunches Learn to use calculators to solve real life problems

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<p>multiplication multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p style="text-align: center;">Unit 6.2</p> <p>Multiplication and Division</p> <p>Using formal written method for short division</p> <p>Using formal written method for long division</p> <p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Using written division methods including solutions up to 2 d.p</p> <p>use written division methods in cases where the answer has up to two decimal places</p>	<p>have different perimeters and vice versa</p> <p>Knowing when to use a formula to find area or volume</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p style="text-align: center;">Unit 6.4</p> <p>Perimeter, Area, Volume</p> <p>Finding area of triangles and parallelograms</p> <p>calculate the area of parallelograms and triangles</p> <p>Working with volume of cubes and cuboids</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p style="text-align: center;">Unit 6.5</p> <p>Arithmetical Operations</p> <p>Understanding order of operations (aka BIDMAS, BODMAS or PEDMAS)</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p>	<p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <p>Calculating decimal fraction equivalents for a simple fraction by considering fractions as divisions</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p style="text-align: center;">Unit 6.7</p> <p>Fractions, Decimals and Percentages</p> <p>Multiplying simple pairs of proper fractions, giving answers in simplest form</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>Dividing proper fractions by whole numbers</p> <p>divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{4}$]</p>	<p>Converting between miles and kilometres</p> <p>convert between miles and kilometres</p> <p style="text-align: center;">Unit 6.10</p> <p>Accuracy and Proportion</p> <p>Using estimation to check answers</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Finding solutions to stated levels of accuracy</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p style="text-align: center;">Unit 6.10</p> <p>Accuracy and Proportion</p> <p>Solving percentage problems including calculation and comparison</p> <p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>Solving problems using multiplicative reasoning</p> <p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solving problems involving unequal sharing and grouping</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p style="text-align: center;">Unit 6.11</p> <p>Pie Charts and the Mean</p> <p>Solving problems involving pie charts and line graphs</p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Understanding the mean</p> <p>calculate and interpret the mean as an average.</p> <p style="text-align: center;">Unit 6.12</p> <p>Formulae and Sequences</p> <p>Using simple formulae</p> <p>use simple formulae</p> <p>Generating linear number sequences</p> <p>generate and describe linear number sequences</p>	<p>making nets</p> <p>SATS</p> <p>Essential skill</p> <p>finding a percentage of a number and taking it off the cost price (for example 20% off £50)</p> <p>What is the better deal?</p> <p>Supermarket shopping</p> <p>how to be a savvy shopper. (for example would it be better to buy tomatoes individually or as a pack? Is buying 2 for 1 worth it? Items which are reduced at the end of the day how much are they reduced by is it worth it?)</p>
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Fluency	<p>1. Count forward and backwards from any number in 1s, 10s, 100s, 1000s, 10,000s, 100,000s, 1,000,000</p> <p>2. Count forwards and backwards in powers of ten.</p> <p>3. Know how to multiply whole numbers and decimals (up to 3dp) by 10,100,100</p> <p>4. Adding to make a whole number with units, tenths and hundredths to make the next whole number</p> <p>1. Choose the most efficient method for solving addition, subtraction, multiplication, division questions</p>	<p>1. Apply recall of decimal and percentage equivalence to finding percentages of a number</p> <p>2. Find percentages of a number by finding what 1% or 10% is</p> <p>1. Choose the most efficient method for solving addition, subtraction, multiplication, division questions related to fractions and decimals</p>	<p>1. Solve missing number problems using the most efficient method</p> <p>1. Solve a variety of real life maths problems</p>
Phonics	<p>Word endings which sound like /shus/ Spellings <cious> <tious> <scious></p> <p>Word endings which sound like /shul/ Spellings <cial> <tial></p> <p>Words ending in <ant> <ance> <ancy> <ent> <ence> <ency></p> <p>Words ending in –able and –ible Words ending in –ably and –ibly (root words & -tion suffix)</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly (able) or (ably)</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly (ible) or (ibly)</p> <p>Consolidating and comprehension of words ending in able – ible</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Use of the hyphen when adding co</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough <bt> spelling /t/ <st> spelling of /s/ <is> spelling of /ie/</p>	<p><mb> and <mn> spelling /m/ <kn> spelling /n/ <wr> spelling /r/ /ay/ /ee/ spelling /ie/ /oo/ /oe/</p> <p>/ue/ /i/ /o/ /u/ /ear/ /ure/ or/ /air/ /er/ /k/ /f/ /g/ /j/ /l/ /m/ /p/ /r/ /s/ /t/ /v/ /w/ /z/ /sh/ /ch/ /zh/ /th/ Prefix dis and mis</p>	<p>Suffix ly Suffix ly Prefix ir and il Prefix in and im Prefix re Prefix sub Prefix inter and super Prefix anti and auto Inflectional affixes: ing, en, er, ed. Suffix ous Suffix al and cy Words ending in <shun> <zhure> <zhun> <chure></p>
Reading	<p>Reading - word reading Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Reading - comprehension Pupils should be taught to: maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p>		
Writing	<p>Writing - transcription Spelling - see English appendix 1 Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words</p>		

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use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
use a thesaurus

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task

Writing - composition

Pupils should be taught to:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proofread for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

learning the grammar for years 5 and 6 in English appendix 2

indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semicolons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently

use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

<p>Science</p>	<p><u>Living things and their habitats</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Animals including humans</u> 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><u>Evolution and Inheritance</u> 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><u>Light (and space)</u> Adapt to include Year 5 Space content 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><u>Electricity</u> 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><u>Recapping Scientific concepts and skills</u> <u>Forces in motion</u> Adapt to include year 5 'gears and effects of friction' content.</p>
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History	<p>Benin Civilisation A timeline, including today, when children were born and the dates of significant events studied. ((HMS Brazen - 1980, Space race – 1957 & Battle of Hastings 1066, The Great Fire of London – 1666, the three Stone Ages, the Iron Age, The Rise of Rome, Roman Britain, the Fall of Rome, Anglo-Saxons and Scots, Vikings)</p> <p>A study of a non-European society that provides a contrast with British history – Benin (West Africa) c. AD900-1300</p>			<p>History beyond 1066 Crime and Punishment from Roman times to pre-Victorians</p>	<p>Industrial revolution/Victoria A timeline including all prior learning</p> <p>A significant turning point in British history – The Industrial Revolution and Victoriana</p>	
Geography		<p>America and comparison</p> <p>Compare a region in UK with a region in North America (New England/New Haven) with significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p> <p>Distribution of natural resources</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Name and locate the key topographical features including coast, features of erosion, and rivers (Birling gap).</p> <p>Understand how these features have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Expand map skills to include non-UK countries.</p>	<p>Evolution</p> <p>On a world map locate the main countries in Africa.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Expand map skills to include non-UK countries.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Name and locate the key topographical features including hills, mountains and rivers</p> <p>Understand how these features have changed over time.</p>			<p>Asia</p> <p>On a world map locate the main countries in Asia and Australasia.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Name and locate the key topographical features including coast, features of erosion, and rivers (Birling gap).</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Art	<p>A1: Benin 3D: Slab building Textiles: Resist Printing</p> <p>SEE ART MTP</p>	<p>Su2: This is Me Painting: Portrait Collage: Identity</p> <p>SEE ART MTP</p>				<p>Sp2: Asia Drawing: Calligraphy Printing: Etching</p> <p>SEE ART MTP</p>
D&T			Local Knowledge: Textiles	Legacy of Ancient Civilisations:	Electrical System More complex switches	

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			<p>Combing different fabric shapes; 2D to 3D shapes To make a bag suitable for a scientific expedition.</p> <p>SEE DT MTP</p>	<p>Food and Nutrition Exploring culture through food linking to seasonality and availability To make a complete meal Animals and Living Things:</p> <p>SEE DT MTP</p>	<p>and circuits (including programming monitoring and control) To make an alarm system</p> <p>SEE DT MTP</p>	
Computing	<p>Recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns. To understand how to use social networking websites appropriately, keeping an adult informed about their online activity. To make good choices when they present themselves online.</p> <p>Recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks.</p> <p>Understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</p>	<p>Combine a variety of software to accomplish given goals Select, use and combine software on a range of digital devices Analyse data Evaluate data Design and create systems</p>	<p>Solve problems by decomposing them into smaller parts Use selection in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms Understand computer networks, including the internet Appreciate how search results are ranked</p>	<p>Recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns. To understand how to use social networking websites appropriately, keeping an adult informed about their online activity. To make good choices when they present themselves online.</p> <p>Recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks.</p> <p>Understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</p>	<p>Combine a variety of software to accomplish given goals Select, use and combine software on a range of digital devices Analyse data Evaluate data Design and create systems</p>	<p>Solve problems by decomposing them into smaller parts Use selection in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms Understand computer networks, including the internet Appreciate how search results are ranked</p>
PSHE	<p>How can we keep healthy as we grow? Children to be taught how to take responsibility of their own MHEW and to independently make links between the content of the lesson and their MHEW. Children to then be encouraged to recognise MHEW concerns amongst their family and peers and what to do about this. To explain what physical and mental health is and how they are linked.</p> <p>To identify what healthy habits are and what effect they have on our MHEW.</p> <p>To discuss what drugs are and why people take them.</p> <p>To discuss the dangers drugs have on my MHEW. To explain the impact of diet on my mental health.</p> <p>To explain the impact of sleep on my mental health.</p> <p>To explain the impact of exercise on my mental health.</p> <p>To explain how these are linked.</p> <p>To understand the importance of taking responsibility for our own health.</p>		<p>How can the media influence people? Children to be taught how to be critical of the images that they see online and in the media. Children to be reminded that online relationships are the same as offline and therefore they must protect their mental health in the same way. Children to be taught how they can assess the risk of not being critical to their self-esteem and self-worth. Children to be taught how to manage this. To identify what a risky behaviour is.</p> <p>To discuss reasons why people pursue risk.</p> <p>To explain how this behaviour links to our mental health.</p> <p>To reflect on my own risky behaviour.</p> <p>To practice asking for help if I need it.</p> <p>To explain what pressure from our friends and the media looks like.</p> <p>To identify how these pressures can affect our MHEW.</p> <p>To practice talking about peer and media pressures.</p> <p>To know who is here to help protect my MHEW.</p>	<p>What will change as we become more independent? How do friendships change as we grow? Children to be taught how to make links between their own choices to the right for choice in a relationship (also make links to self-esteem and self-worth). Children to also confidently discuss the impact changes have upon their mental health and how to manage this. To identify the differences between a healthy and unhealthy relationship.</p> <p>To recognise my own healthy relationships and how this has impacted my MHEW.</p> <p>To reflect on times I have experienced unhealthy relationships and the impact they had upon my MHEW.</p> <p>To discuss how self-worth is effected by positive and negative relationships.</p> <p>To recognise how our friendships make us feel, both positively and negatively.</p> <p>To identify if our friendships are causing us negative emotions and how to manage this.</p> <p>To identify the positive effects of a good relationship</p>		

Year 6 Curriculum

	<p>To use a growing vocabulary to discuss how I feel.</p> <p>To reflect upon times my feelings have changed and factors which have contributed to them.</p> <p>To practice different ways of showing how I feel.</p> <p>To recognise a change in mine or others emotions and reflect on what has triggered them.</p> <p>To recognise the signs of needing help within myself and others and practice asking for them.</p>	<p>To identify the differences between a healthy and unhealthy relationship.</p> <p>To recognise my own healthy relationships and how this has impacted my MHEW.</p> <p>To reflect on times I have experienced unhealthy relationships and the impact they had upon my MHEW.</p> <p>To discuss how self-worth is effected by positive and negative relationships.</p> <p>To identify ways that I can protect myself from threats online.</p> <p>To practice using these strategies.</p> <p>To practice asking for help when I need it.</p>	<p>upon our mental health.</p> <p>To practice talking through problems with my peers and to reflect on how this helps me.</p> <p>To practice asking for help if I am struggling with my friendship groups.</p> <p>To explain what the difference between my rights and responsibilities are.</p> <p>To identify the emotional impact of puberty.</p> <p>To recognise how changes in puberty effects my mental well-being.</p> <p>To practice ways to manage my mental health during this time.</p> <p>To discuss how change effects my mental health and how to manage this.</p>			
RE	<p>Hinduism Sacred texts and stories L1:L.O: To recall core beliefs within Hinduism L2:L.O: To learn and recall key facts about the Hindu Holy Scripture: The Vedas L3:L.O: To learn and recall key facts about the Hindu Holy Scripture: The Dharmashastras and Puranas L4:L.O: To learn and recall key facts about the Hindu Holy Scripture: Mahabharata L5:L.O: To learn and recall key facts about the Hindu Holy Scripture: Ramayana L6:L.O: To review learning on Hindu Sacred Texts and Stories</p>	<p>Sikhism Sacred texts and stories L1:L.O: To recall core beliefs within Sikhism. L2:L.O: To learn and recall key facts about the Sikh holy book: Guru Granth Sahib. L3:L.O: To discuss and compare Sikh prayers L4:L.O: To learn and recall key facts about the special act of worship for Siekhs called Akhand Path L5:L.O: To hear and discuss key Sikh stories. L6:L.O: To review learning on Sikhism Sacred Texts and Stories</p>	<p>Islam Across the world and modern life as a Muslim L1:L.O: To recall the core beliefs within Islam L2:L.O: To understand life as a Muslim in Britain today L3:L.O: To understand how charity is important to Muslims L4:L.O: To understand why Muslims fast L5:L.O: To understand why Muslims want to go on pilgrimage L6:L.O: To ask questions to and hear from a Muslim speaker</p>	<p>Christianity Holy Trinity Easter: How is it relevant to Christians today L1:L.O: To recall the core beliefs within Christianity L2:L.O: To understand the concept of The Holy Trinity L3:L.O: To understand the significance of the Nicene Creed L4-5:L.O: To understand and discuss the significance of the Holy Week and Easter to Christians L6:L.O: To review my learning on how Easter is relevant to Christians today</p>	<p>Judaism Links between Judaism and Christianity L1:L.O: To recall the core beliefs within Judaism L2:L.O: To compare the origin and founder of Judaism and Christianity L3:L.O: To explore the similarities and differences between the holy scripture of Judaism and Christianity L4:L.O: To explore the belief in Jesus Christ and the Holy Spirit within Judaism and Christianity L6:L.O: To explore the similarities and differences between the notion of Sin within Judaism and Christianity L6:L.O: To explore the similarities and differences of traditions and rituals within Judaism and Christianity</p>	<p>Buddhism Sacred texts and stories Answer to why there is suffering L1:L.O: To recall core beliefs within Buddhism. L2:L.O: To explain what the Buddhist holy book is and what is in it. L3:L.O: To learn and know the Four Noble Truths L4:L.O: To research and discuss the First and Second Noble Truth L5:L.O: To research and discuss the Third and Fourth Noble Truth L6:L.O: To review learning on the Buddhist answer to suffering</p>
PE	<p>Invasion Games SEE PE MTP</p>	<p>Dance SEE PE MTP</p>	<p>Gymnastics SEE PE MTP</p>	<p>Net/Wall Games SEE PE MTP</p>	<p>Athletics SEE PE MTP</p>	<p>Striking and Fielding SEE PE MTP</p>
Trips/Whole school activities	<p>British museum – Benin bronzes</p>		<p>Booth museum of natural history</p>		<p>Kingswood residential</p>	<p>Birling Gap</p>