

First Half Term

	History	Computing	RE	Science	Spanish	PSHE
Y5	<p>Chronological understanding Know and sequence key events that I have studied. Can use relevant terms and period labels.</p> <p>Enquiry/historical interpretation Can begin to express a choice of how to check sources using the terms secondary/primary sources. Confident explaining: primary/secondary sources. Use sources when making an argument</p> <p>Causation and change I can examine causes and results of great events and the impact on people.</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output using Crumble equipment.</p>	<p>Learning About Religion explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed.</p> <p>Learning From Religion suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>Key Vocab: Christian Aid, Islamic Aid, how should I lead my life, how should we relate to others and the natural world, how do people make sense of hardship and suffering, how is belief expressed through actions and symbols, why do people's beliefs and practices differ</p>	<p>Living things and their habitats</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>		<p>Relationships: Knowledge Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy</p> <p>Key Vocab: Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile</p>
Y6	<p>Chronological understanding Sequence more than ten events I have studied on a timeline in relation to other studies. I know key dates, characters and events of time studied I can examine causes and results of great events and the impact on people</p> <p>Enquiry/historical interpretation - Can select or confidently use primary and secondary sources to fact check/retrieve information and challenge arguments. Choose primary/secondary sources to conduct research</p> <p>Causation and change I can examine causes and results of great events and the impact on people.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs using Crumble equipment.</p>	<p>Expression of religion through the arts:</p> <p>Interpret the significant and impact of different forms of religious and spiritual expression.</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</p>	<p><i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i></p> <p>Key vocab: Internal organs – heart, lungs, liver, kidney, brain, skeletal, digest, digestion, blood vessels</p>		<p>Relationships: 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</p> <p>Key Vocab: Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>

Second Half Term

	<u>Art</u>	<u>D&T</u>	<u>Geography</u>	<u>Science</u>	<u>Spanish</u>	<u>PSHE</u>
Y5	<ul style="list-style-type: none"> Makes connections between own work and patterns in their local environment Recreates images/scenes through relief printing using card/polystyrene 	Program computers and devices to monitor changes in the environment and control their products.	Use the 8 points of a compass to describe the position of the local area in the wider world Use the 8 points of a compass to describe the key features in the local area Use fieldwork and observation skills to record and present the human and physical features in the local area using a range of methods, including sketch maps. Use 4 and introduce 6 figure grid references to read maps	<ul style="list-style-type: none"> describe the changes as humans develop to old age. 		<u>Changing Me:</u> <u>Knowledge</u> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF <u>Key Vocab:</u> Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights
Y6	<ul style="list-style-type: none"> Designs prints for fabric book/ wallpapers etc. Experiments with approaches used by other artists 	Program computer systems and devices to control their products.	Use the 8 points of a compass to describe the position of the local area in the wider world Use the 8 points of a compass to describe the key features in the local area FS Use fieldwork and observation skills to record and present the human and physical features in the local area using a range of methods, including sketch maps. Use 6 figure grid references to read maps	<i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i> <u>Key vocab:</u> Internal organs – heart, lungs, liver, kidney, brain, skeletal, digest, digestion, blood vessels		Changing Me: 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 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 .