

# Curriculum Termly Plan

## Year 6 Autumn Term 23/24



Topic name	World War 2		
Starting Point	Impact day – artefacts from WW2. Carousel of activities.		
Finale	Invite the Parents/Carers in to look at work and talk about their learning.		
Visit / visitor / outdoor experiences	Kindertransport performance Visit to Duxford Visit Peterborough Cathedral		
Key Texts	<b>Non-Fiction</b> <b>(1 week) – various WW2 books</b> <b>Fiction</b> <i>Letters from a lighthouse</i> Emma Carroll <b>Poetry (1 week)</b> Various war poems		
Writing Opportunities	Narrative – character or setting description The Piano – descriptive writing (2 lessons) Non-Chronological Report – World war 2 (3 weeks) Diary Entry (3 weeks) Creative Writing (1 week)  Recount Poetry – emotive writing (Informal) Diary entry – night before leaving to be evacuated -(Style of author – informal) Narrative – Kristallnacht (Formal) Trip Advisor – based on trip		
	Skills	Knowledge	Vocabulary
Science	<b><u>Light and sight</u></b> -Record their measurements in different ways (including bar charts, tables and line graphs) -Take measurements using a range of scientific equipment with increasing accuracy and precision.	<b><u>Light and sight</u></b> -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	<b><u>Light and sight</u></b> Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent, reflect, Absorb,

	<ul style="list-style-type: none"> <li>-Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</li> <li>-Plan and carry out an investigation by controlling variables</li> <li>-Make a prediction with reason.</li> <li><b>-Plan in advance which equipment they will need and use it well</b></li> <li><b>-Link their conclusions to other scientific knowledge.</b></li> <li><b>-Explain how they could improve their way of working.</b></li> </ul> <p><b><u>Changing circuits</u></b></p> <ul style="list-style-type: none"> <li>-Record their measurements in different ways (including bar charts, tables and line graphs)</li> <li>-Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</li> <li>-Explain a scientific idea and what evidence supports it</li> <li>-Explore different ways to test an idea and choose the best way</li> <li>-Vary one factor whilst keeping the others the same. Explain why</li> <li>-Plan and carry out an investigation by controlling variables</li> <li>-Use information to predict</li> <li>-Use test results to make further predictions and set up further comparative tests</li> <li>-Report findings from investigations through written explanations and conclusions.</li> <li>-Suggest how to improve their work and say why they think this</li> <li>-Explain why they have chosen specific equipment</li> <li>-Decide which units of measurement they need to use</li> <li><b>-Explain how a scientist has used their scientific understanding plus good ideas to have a</b></li> </ul>	<p>or reflect light into the eye.</p> <ul style="list-style-type: none"> <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><b><u>Deepening:</u></b></p> <ul style="list-style-type: none"> <li>-use the ray model to explain the size of shadows</li> </ul> <p><b><u>Changing circuits</u></b></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><b><u>Deepening:</u></b></p> <ul style="list-style-type: none"> <li>-make their own traffic light system or something similar.</li> <li>-explain the danger of short circuits.</li> <li>-explain what a fuse is.</li> <li>-discuss the use of parallel circuits within industries</li> </ul>	<p>Emitted, Scattered and Refraction.</p> <p><b><u>Changing circuits</u></b></p> <p>Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, conductor.</p>
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	<b>breakthrough.</b> <b>-Draw conclusions from their work</b>		
<b>Computing</b>	<i>Within each unit many of the skills and knowledge are repeated throughout the year. For full details please refer to the Progression Map.</i>		
	<b>Computational Thinking</b> <b>Unit 6.2 – We are computational thinkers</b> Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (Taught as first unit)	<ul style="list-style-type: none"> <li>- solve problems using decomposition, tackling each part separately.</li> <li>- select, use and combine a range of programs on multiple devices.</li> <li>- show that they can think through the consequences of their actions when using digital technology.</li> <li>- identify principles underpinning acceptable use of digital technologies.</li> <li>- know a range of ways to report concerns and inappropriate behaviour in a variety of contexts.</li> <li>- use online tools to plan and carry out a collaborative project.</li> </ul>	Vocabulary listed introduced in year shown. Revisited in subsequent years EYFS mouse, computer, keyboard, enter/return, chart
			1 cut, copy, paste, caps lock, digital device, resize, QR code, program/sequence/algorithm, bug, debug, code, coding, input device, output device
			2 font, input, data, spreadsheet, import, export, presentation, crop, logical reasoning, search, search engine, keyword
			3 loop, repetition, network, Internet, WWW, World Wide Web, copyright, ownership, permission
			4 server, http, ranking
			5 formulae, variables
			6
<b>Computing: Internet</b>	<b>Developing online safety guidelines</b> <b>Unit 6.1 - We are online safety ambassadors</b>	Understand that most online sites and apps require an account holder to be a minimum of 13 years old. Understand that they should check and adhere to	Vocabulary listed introduced in year shown. Revisited in subsequent years EYFS public, private, online, search,

Safety	<p>Reviewing and editing our online safety rules.</p> <p>Children look at the use of 'Report this' functionality within websites and apps before considering appropriate responses to online safety scenarios specific to them. They will then consider how online safety rules for their class could be made more relevant for their age groups, in response to these new scenarios.</p>	<p>the age restrictions of a site or app.</p> <p>Understand why age restrictions apply to online communication tools.</p> <p>Develop resilience to online behaviour and influences in an unfamiliar setting.</p> <p>Learn how to use appropriate social networking sites safely.</p>		share, trust, password, username,
	<p><b>Social and emotional wellbeing and developing resilience</b></p> <p><b>Unit 6.2 - We will not share inappropriate images</b></p> <p>Inappropriate use of technology and the internet – nude selfies.</p> <p>Children learn about the risks, responsibilities and consequences of sharing inappropriate images including nude selfies. They discuss the reasons why people might post such selfies and offer advice to two children who are considering sharing nude selfies. – <b>could this be taught in line with RSE?</b></p>	<p>Understand the negative consequences of sharing nude selfies.</p> <p>Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves.</p> <p>Understand that once an image is online, it stays online forever.</p> <p>Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime.</p>	1	e-safety, cyberbullying, identity, online identity, personal information, block, report, content, digital citizen,
			2	belief/opinion/fact, social media, reliable, source, password, PEGI,
			3	hoax, scam, strong/secure wrt passwords, victim, perpetrator, trustworthy, untrustworthy, digital footprint, netiquette
			4	app permissions, notifications, peer pressure, hacking, virus, virtual vs real,
			5	CEOP, privacy, endorse, parental controls
			6	sexting, BBFC, phishing,
History	<p><b><u>Knowledge and understanding of past events, people and changes in the past</u></b></p> <p>Makes links between some features of past societies.</p> <p>Chooses reliable sources of factual evidence to describe:</p> <ul style="list-style-type: none"> <li>Houses and settlements</li> <li>Culture and leisure activities</li> <li>Clothes, way of life and actions of people</li> <li>Buildings and their uses</li> <li>People's beliefs, religion and attitude</li> <li>Things of importance to people</li> <li>Differences between lives of rich and poor</li> </ul> <p><b><u>Historical enquiry</u></b></p> <p><b>Identifies how any of above may have changed</b></p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II</b></p> <p><b><u>Evacuation</u></b></p> <p><b>Who, what, when, where, why?</b></p> <p><b>Understanding the impact of evacuation and why evacuation had to happen in Nazi controlled countries.</b></p> <p><b>What was the Kindertransport?</b></p> <p><b><u>Nazi Party</u></b></p> <p><b>Who, what, when, where, why?</b></p> <p><b>Why did people follow Hitler?</b></p> <p><b>Understanding what Kristallnacht (The night of broken glass) was and why it happened? Think of the impact of this from both points of view.</b></p> <p><b><u>The Blitz</u></b></p>	<p>Chronological Change, chronology, discovery, invention, invasion, effect, impact, conquest, democracy, political, colony, Kindertransport, evacuation, Kristallnacht, Jews, persecution</p>	

	<p>during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Identifies and uses different sources of information and artefacts. *WW2 day*</p> <p>Evaluates the usefulness and accurateness of different sources of evidence. *did this with propaganda posters*</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>	<p>How did people try to keep themselves safe?</p> <p>Compare and contrast Coventry and Dresden</p> <p>Look at Propaganda</p> <p><u>Pearl Harbour</u></p> <p>What made America join the war? Long term and short term causes</p> <p><u>Dday</u></p> <p>Reasons for: What happened? What was the outcome?</p> <p><u>The Home front</u></p> <p>Explore the roles of women in WW2</p> <p>What was dig for victory?</p> <p>How was rationing used?</p> <p>What was the role of the home guard?</p>	
<p><b>Geography</b></p> <p>Key: Locational</p> <p>Place</p> <p>Knowledge</p> <p>Human and Physical</p> <p>Geography</p> <p>Geographical</p>	<p>Locate the countries of Europe, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Describe and understand some key aspects of human geography, including: <b>types of settlement and land use, economic activity including trade links, distribution of natural resources including</b></p>	<ul style="list-style-type: none"> <li>• What is Europe?</li> <li>• How has Europe changed since WWII?</li> <li>• How has the War in Ukraine affected the rest of Europe?</li> </ul> <p>How has Brexit affected Britain's relationship with Europe?</p> <p>Mapping linked to WW2</p> <p>Focus on Europe 'Theatre of War' – acknowledge</p>	<p>Economic activity</p> <p>Trade links</p> <p>Distribution</p> <p>Natural resources</p> <p>Energy</p> <p>Minerals</p> <p>Brexit</p> <p>North, North-East, East, South-East, South,</p>

Skills and Fieldwork	<p><b>energy, food, minerals and water.</b></p> <p>Describe and understand some key aspects of <b>physical geography</b> including: <b>rivers and mountains</b></p> <p>Link to 'Theatre of War'.</p> <p>Use world maps, atlases, globes and digital/computer mapping.</p> <p>(see guidance in The development of map skills: Sequence <a href="#">sequence of map skills.doc</a> )</p> <p>Name and use the eight points of a compass.</p> <p>Understand and use six figure grid references.</p> <p>Understand and use symbols and keys.</p>	<p>other countries that were impacted by WW2, including the events of Pearl Harbour.</p>	<p>South-West, West, North-West,</p> <p>Symbol</p> <p>Key</p> <p>Observe</p> <p>Measure</p> <p>6 figure Grid reference</p>
Art	<p>Develop own style of drawing</p> <p>Develop perspective in compositions (CAS)</p> <p>Use proportions in portrait and group studies</p> <p>Starting to move from tonal infilling to basic shading technique</p> <p>Develop drawing across a range of media</p> <p>Use colour pencils in a subtle and controlled way</p> <p>Work on a range of surfaces</p> <p>Depict moods and atmospheres</p> <p>Work on a range of scales,</p> <p>Use a view finder to focus on small areas</p> <p>Use simple perspective in compositions</p> <p>Use pattern and texture effectively in work,</p> <p>Show awareness of key elements and their link with painting</p> <p>Review work, identify changes and modifications and see how work can be developed further.</p> <p>Experiment with a range of ideas with computer art</p>	<p>To know how to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>To learn about the work of others by looking at their work in books, on the internet, visits to galleries and other sources of information.</p> <p><b>Understanding:</b> To understand the viewpoints of others.</p> <p><b>Artist:</b> M. C. Escher. Henry Moore</p> <p>To know that perspective is viewing objects from different angles</p> <p>To know that underpainting prepares the surface, giving you something to paint onto</p> <p>To learn about the work of others by looking at their work in books, on the internet, visits to galleries and other sources of information.</p> <p><b>Artist:</b> Hockney (computer Art), Pablo Picasso</p>	<p>perspective, composition, proportion, subtle</p> <p>modifications, perspective, scale, key elements</p>
DT	<b>Design:</b>	I know different ways to prepare ingredients safely	name of products, names of equipment,

<p>Focus on rationing and different recipes created to suit the rationed items</p> <p><b>Anything in bold text is from the previous year.</b></p>	<p>Can I develop a design criteria and use this to inform my ideas?</p> <p>Can I design using annotated diagrams?</p> <p><b>Make:</b></p> <p><b>Cooking and Nutrition:</b></p> <p>Do I understand that healthy diets must incorporate the correct amounts of food types and substances?</p> <p>Do I know how to use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking to cook mainly savoury dishes?</p> <p>Do I know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught This can be on a local, regional and international scale?</p> <p>Can I begin to know that seasons and weather affect food availability?</p> <p><b>Do I know that different foods contain substances that are needed for health e.g. water, fibre, vitamins, minerals and nutrients and that healthy diets must incorporate the correct amounts of food types and substances?</b></p> <p><b>Evaluate:</b></p> <p>Can I test and evaluate my final product?</p> <p>Is it fit for purpose?</p> <p>What would improve it?</p> <p>Would different resources have improved my product?</p> <p>Can I consider the views of others, including the intended users and can I use these views to</p>	<p>and hygienically.</p> <p>I have some knowledge and understanding about healthy eating and <i>The Eatwell Plate</i>.</p> <p>I know how to use equipment and utensils to prepare and combine ingredients to make a product.</p> <p><b>I know that foods contain substances that are needed for health e.g. water, fibre, vitamins, minerals and nutrients?</b></p> <p><b>I understand that certain foods can only be grown during certain seasons in different countries.</b></p> <p><b>I know that food is farmed, reared, grown elsewhere (e.g home), imported or caught locally, regionally and internationally.</b></p> <p><b>I am beginning to know that seasons and weather affect food availability?</b></p>	<p>utensils, techniques and ingredients</p> <p>texture, taste, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> <p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p> <p>planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>
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	evaluate the successfulness of my product?		
<b>Music</b> <b>CHARANGA</b> <b>UNIT: HAPPY IMPROVISE</b> Bronze, Silver and Gold (four) challenges per level using notes D, E & F <b>EXTENDED IMPROVISATION</b> Improvise after the leader (Q & A) on a range of notes <b>COMPOSE</b> Create a 3(5) note set for a range of classroom instruments for the composing task <b>Charanga: Classroom Jazz 2 MUSICAL FOCUS: improvisation</b>	<p>Using my voice I can: sing confidently in a wide variety of styles with expression; communicate the meaning/mood of a song; sing a simple second part of a two-part song; maintain my own part in a round with confidence; perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> <p>Using instruments I can: perform on a range of instruments confidently to an audience; continue to play phrases and melodies by ear on pitched instruments; perform with sensitivity to different dynamics, tempi; maintain a rhythmic or melodic accompaniment to a song; maintain my own part on a pitched instrument in a small ensemble; read and play with confidence from conventional or graphic notation; lead/conduct a group of instrumental performers; perform my own compositions to an audience.</p> <p>I can use ICT (computers – iPads – tablets - mp3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions.</p> <p>I can use an mp3 recorder - video recorder to record progress and performances.</p> <p>I create simple songs reflecting the meaning of the words.</p> <p>I can compose music that reflects its given</p>	<p>I know what makes a good performance.</p> <p>I use a range of symbols (conventional or graphic) to record compositions.</p> <p>I can compose music that reflects its given intentions e.g. A rap, a march.</p> <p>I can identify ‘what happens when’ within simple structures.</p> <p>I compare the similarities and differences between two or more pieces of instrumental music.</p> <p>I can talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions.</p> <p>I identify areas for development or refinement when I am composing.</p>	<p>Key Vocab – Pitch, Tempo, Volume, Pulse, Rhythm, Melody, Notes, Percussion, Structure, Repetition, Timbre. Orchestral, Dynamics, Soundwaves, Effective Silence, Ostinato, Crescendo, Harmony, composition, metre, texture, phrasing, time signatures, octave, flat, sharp.</p>



	<p>intentions e.g. A rap, a march.</p> <p>I can arrange and perform a song with pitched and unpitched accompaniment.</p>		
<p><b>PE Including Learning skills through REAL PE which can be linked into everyday classroom learning</b></p>	<p><b>*Get set 4 PE*</b></p> <p><u>Basketball</u></p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><u>Rounders</u></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing</p>	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can create and use space to help my team.</li> <li>• I understand when to use different styles of defence in game situations.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game honestly and consistently.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul> <ul style="list-style-type: none"> <li>• I can strike a bowled ball with increasing consistency.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use the rules of the game consistently to play fairly.</li> <li>• I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality</li> </ul>	<p>Consecutive, Formation, Conceding, Dictate, Contest, Turnover, Shut down.</p> <p>Defensive hit, Obstruction, Drive hit, Continuous, Consecutive,</p>

	<p>competitively.</p> <p><u>Gymnastics</u> Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Real PE* Social- Autumn 1</p> <ul style="list-style-type: none"><li>• I can negotiate and collaborate appropriately.</li><li>• I can give and receive sensitive feedback to improve myself and others.</li><li>• I help organise roles and responsibilities and can guide a small group through a task.</li></ul>	<p>of my work.</p> <ul style="list-style-type: none"><li>• I can work in collaboration with others so that games run smoothly.</li><li>• I can work collaboratively with others to get batters out.</li><li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li><li>• I can create and perform sequences using compositional devices to improve the quality.</li><li>• I can work collaboratively with others to create a sequence.</li><li>• I understand what counter balance and counter tension is and can show examples with a partner.</li><li>• I understand that there are different areas of fitness and how this helps me in different activities.</li><li>• I can use appropriate language to evaluate and refine my own and others' work.</li><li>• I can use feedback provided to improve the quality of my work.</li><li>• I understand how to work safely when learning a new skill.</li><li>• I can lead a small group through a short warm-up routine.</li></ul>	<p>Formation, Momentum, Fluently, Counter balance, Stability, Counter tension</p>
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	<ul style="list-style-type: none"><li>• I cooperate well with others and give helpful feedback.</li><li>• I am happy to show and tell others about my ideas.</li><li>• I show patience and support others.</li></ul> <p>Dynamic Balance: On a Line</p> <p>1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed.</p> <p>Counter Balance: In Pairs</p> <p>1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot</p> <p>Personal- Autumn 2</p> <ul style="list-style-type: none"><li>• I recognise my strengths and weaknesses and can set myself appropriate targets.</li><li>• I see all new challenges as opportunities to learn and develop.</li><li>• I can cope well and react positively when things become difficult.</li><li>• I can persevere with a task and improve my performance through regular practice.</li><li>• I know where I am with my learning and I</li></ul>		
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	<p>have begun to challenge myself.</p> <p>Coordination: Ball Skills</p> <p>In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</p> <p>Agility: Reaction &amp; Response</p> <p>From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>		
<b>PSHE</b>	<p><b>Rights Rules and Responsibilities</b> RR56</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</li> <li>• be able to explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support.</li> <li>• be able to explain the conventions of courtesy and manners in some different settings.</li> <li>• know why rules and laws are needed in society and explain some reasons why people sometimes break them.</li> <li>• understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.</li> <li>• be able to express their views on a moral or social question and listen to the views of others.</li> </ul>	<p><b>Rights Rules and Responsibilities</b> RR56</p> <ol style="list-style-type: none"> <li>1. To understand the basic rights of children and adults and those who are responsible for ensuring these are protected.</li> <li>2. To develop an understanding of their rights and responsibilities, and to be able to explain these.</li> <li>3. To recognise their right to feel respected and their responsibility to show respect to all, including those in positions of authority and those we meet online.</li> <li>4. To take an active role in making, reviewing and adhering to rules in class and the wider school community.</li> <li>5. To explore views about courtesy and manners amongst people they know and places they go.</li> <li>6. To explain and demonstrate rules for keeping safe online and who to speak to if they feel unsafe.</li> <li>7. To understand why rules and laws are needed in society.</li> </ol>	

### **My Emotions**

ME56

At the end of this unit most pupils will:

- be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions.
- understand that we are responsible for our actions, although not for our feelings.
- be able to explain what is meant by mental wellbeing, and describe how mental health can vary and how common mental ill health is.
- be able to describe some self care strategies, and say which ones tend to work for them.
- understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness
- explain the concepts of identity and self respect.
- be able to suggest when they might need to seek help, who to approach, and how they might do this.

### **Anti-Bullying**

AB56

At the end of this unit most pupils will:

- be able to describe the key characteristics and forms of

8. To understand how democratic elections work at school and nationally and how people represent or act on behalf of others.

9. To understand the role of councils, councillors, Parliament and MPs in our country.

10. To be able to take part in a debate respectfully, listening to others and sharing their own view.

11. To understand what they have learned and be able to share it with others.

### **My Emotions**

ME56

1. To be able to communicate effectively a wide range of emotions, including mixed emotions.

2. To recognise emotions in others and consider their responses.

3. To be able to judge how appropriate and proportionate their own reactions might be when feeling overwhelmed.

4. To be able to describe how mental wellbeing is a part of daily life for everyone.

5. To understand what is meant by mental ill health, and how common this is.

6. To be able to describe some self-care strategies and how these might help.

7. To understand what is meant by loneliness and to be able to suggest some strategies when feeling isolated.

8. To understand what is meant by someone's identity, and what might influence how confident and comfortable we feel in our identity.

9. To understand how to have self-respect and to be able to describe what might help to boost this.

10. To know when they might need support, who they might approach, and how to do this.

11. To understand what they have learned in this unit and to be able to share it with others.

### **Anti-Bullying**

	<p>bullying</p> <ul style="list-style-type: none"> <li>• be able to talk about personal reasons why someone may engage in bullying</li> <li>• be beginning to identify and describe specific types of prejudice driven bullying</li> <li>• be able to describe the different roles of those involved in a bullying situation</li> <li>• be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied</li> <li>• be able to describe confidently and demonstrate a number of assertiveness techniques</li> <li>• be beginning to identify places where bullying may take place in the community.</li> </ul> <p><b><u>Break the Mould – PiXL</u></b>  See full PiXL planning guide  <i>Any elements of the Cambridgeshire scheme focus areas not covered in Term 1 due to the Break the Mould topic, MUST be planned into Spring and Summer term where appropriate</i></p>	<p>AB56</p> <ol style="list-style-type: none"> <li>1. To be able to correctly distinguish between friendship difficulties and bullying.</li> <li>2. To be able to define the key characteristics of verbal, physical, indirect and cyber forms of bullying.</li> <li>3. To understand the common elements of all types of bullying and those that differ.</li> <li>4. To understand how people who bully may use power imbalance, manipulation and exclusion within groups.</li> <li>5. To explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others.</li> <li>6. To understand more about forms of prejudice-based bullying.</li> <li>7. To understand cyberbullying, how to take positive action to prevent it and how to ask for help.</li> <li>8. To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour.</li> <li>9. To understand personal circumstances that may lead someone to engage in bullying or become a target of bullying.</li> <li>10. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved.</li> <li>11. To understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders.</li> <li>12. To consider when, where and what types of bullying</li> </ol>	
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		<p>are happening in the local community and how to respond.</p> <p>13. To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community.</p>	
<b>RE</b>	<p>Make connections between different belief and practices of all religions. (AT1)</p> <p>Make links and compare stories, beliefs and practices from different religions including differences and similarities. (AT1)</p> <p>To understand and evaluate the diversity of belief in different religions, nationally and globally. (AT1)</p> <p>Articulate and apply the different responses to ethical questions from a range of different religions. (AT1)</p> <p>To reflect and respond to the significance of meaning behind different beliefs and practices. (AT2)</p> <p>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts. (AT2)</p> <p>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system. (AT2)</p> <p>Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response. (AT2)</p>	<p><b>Faith Timeline (1wk)</b></p> <p>By the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) must have been studied.</p> <p>Do KWL and create class timeline, ensuring creation date of each faith / world view is known</p> <p><b>How does the Christian Calendar affect our lives? (1wk)</b></p> <p>Research and explore how it affects people of other faiths and non-faiths- Pupil should be developing their religious literacy, which plays an important part in preparing pupils for life in modern Britain.</p> <p><b>Times and Seasons – How is Harvest celebrated around the world? (3wks)</b></p> <p>Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons – Sukkot, Rosh Hashanah).</p> <p>Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.</p>	<p><b>Christianity:</b></p> <p>Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.</p> <p><b>Judaism: (Judaism is covered in Times and Seasons unit /timeline, although this vocabulary will not be covered in detail, Children will be expected to know most of it from previous learning. - See progression map in RE folder)</b></p> <p>Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p> <p>Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.</p>

		<p><b>Harvest - What can we learn about ourselves at Harvest time? (2wks)</b></p> <p>Festivals - find out how the Christians celebrate Harvest.</p> <p>Public life –individuals and churches active in charities e.g. Christian Aid, foodbanks,</p> <p><b>Is the Bible a handbook or a story of love? (Link to Humanism and similarities and differences) (4wks)</b></p> <p>Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient genre, yet can still be seen as conveying truths for today.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. “The Fruits of the Spirit” in Galatians 5 and I Corinthians 13 on love and consider their relevance for today’s world.</p> <p>Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.</p> <p><b>Christmas - Why do you think people started celebrating the birth of Jesus? (link to faith time line and non-faith significance of Christmas) (3wks)</b></p> <p>Link to Humanism and similarities and differences</p> <p>Festivals - find out how the Christians Advent &amp;</p>	<p>Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Sukkot Yom Kippur.</p> <p><b>Humanism:</b></p> <p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.</p>
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