Chipping Hill Primary School Year 6
Long Term Plan - Curriculum Overview 2024 - 2025

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Overview	**Big Question… How did Early Islamic Civilisation influence the world?** **Early Islamic Civilisation**	**Residential Visit** **Discrete Map Skills (Residential Week)** **Macbeth Drama Workshop (DATE TBC)** **Local Walks - PSHE & Geography** **Big Question… Does our local area have enough resources for tourists?** **Secondary School Presentations to Children**	**Big Question… How high on Earth can we travel?** **Mountains** **Safer Internet Day** **Children's Mental Health Week**	**Big Question…Would you like to take a road trip to America?** **The Americas**	**Big Question…How did WWII change our life today?** **WWII** **1940s Homefront Day - Friday of SATs week**	**Big Question…How did WWII change our life today?** **Duxford – IWM (05.06.24)** **First Aid Training - St Johns Ambulance** **Year 6 Production** **Leavers' Assembly**
English Texts / Genres	Narrative – *Macbeth* Character Description: The Three Witches Informal Letters: Macbeth to Lady Macbeth Non- Fiction – *Early Islamic Civilisation* Non-chronological report: How did the Ancient Islamic Civilisation influence the world? Trade Lifestyle Education - House of Wisdom	Poetry – Sonnets Literacy Shed - Sonnets Unit (poems following a structure) Narrative – *Alma* Setting Description (Mixed) - Alma Non- Fiction – *Classic Author Focus (JB)* Biographies: • William Shakespeare • Charles Dickens (Literacy Shed) Narrative – *A Christmas Carol* Setting Description - Scrooge travelling through Victorian London Poetry – Remembrance (WWI)	Fiction - Francis Analyse the video focusing on emotion. Complete a first person diary entry from her point of view. Non- Fiction – *Francis* Newspaper Report: Disappearance of Francis Brandywine (formal) Literacy Shed - Francis Non-Fiction – Formal Letter of Complaint Complaint letter to a residential site **SATS PRACTISE**	Non- Fiction – Persuasive Text Join the Pandora Colony Today! Literacy Shed - Pandora (Avatar) Non- Fiction – Explanation Text (Informative) How Mountains are Formed? Shifts in Formality through introduction and conclusion Poetry - Free Verse Literacy Shed - Free Verse Unit **SATS PRACTISE**	Non- Fiction – *WWII The Blitz* - Shifts in Formality *Newspaper Report: Report on the events of* The Blitz Narrative – Shifts in Formality (Flashback - WWII focus) Literacy Shed - The Piano Write a flashback narrative from the man's point of view. Use speech (dialogue) to shows shifts in formality.	Narrative – Characterising Speech Write a descriptive narrative recounting a night during the Blitz. Non- Fiction – *End of Year 6 Report* Formal report: Children to take the voice of a teacher and write an end of school report for an imaginary pupil. Non- Fiction – *WWII (Life on the Home Front)* Non-chronological report: Life on the Home Front Non- Fiction – Explanation Text/Detailed Instructions (Informative) How to survive an Air Raid Poetry – Rondelet War Poem

	Guided Reading Class Extracts fiction, non-fiction and poetry *Rooftoppers* - Katherine Rundell (CHRP Text) Macbeth – William Shakespeare BBC Adaptations Marcia Williams Literacy Shed - Alma **Non-fiction texts: The Victorians/Victorian Life/ Queen Victoria Famous Inventors linked to Light** Local Area Historical/Geographical Pieces	Black-out poetry, focused on language selection - Potentially use fiction text to enhance use of descriptive language. **Guided Reading Class Extracts fiction, non-fiction and poetry** *Oranges in No Man's Land* - (CHRP Text) *A Christmas Carol* – Charles Dickens (Author Study) (Classic Fiction) (CHRP Text) Literacy Shed - Life of Charles Dickens **Electricity** **Non-fiction linked to Charles Dickens** **Non-fiction texts: The Victorians/Victorian Life/ Queen Victoria/Charles Dickens/Famous Inventors linked to Electricity**	**Guided Reading Class Extracts fiction, non-fiction and poetry** **Extracts linked t 3-mark responses (SATs preparation)** Literacy Shed - Francis **Specific SATs style comprehension linked to key topics studied eg. Mountains** **Non-fiction texts: Mountains/South America/The Maya/Evolution & Inheritance**	**Guided Reading Class Extracts fiction, non-fiction and poetry** **Mountains non-fiction texts Micro-organisms Non-fiction texts: South America/The Maya/Micro-organisms**	**Guided Reading Class Extracts fiction, non-fiction and poetry** Literacy Shed - The Piano Range of WW2 Themed Fiction and Non-Fiction: *Rose Blanche* - Christophe Gallaz and Roberto Innocenti *The Harmonica* - Tony Johnston *Once* - Morris Gleitzman *Letters from the Lighthouse* - Emma Carroll	Literacy Shed - Siegfried Sassoon's How to Die (Beyond the Lines Unit) Use during transition week **Guided Reading Class Extracts fiction, non-fiction and poetry** Literacy Shed - Beyond the Lines Range of WW2 Themed Fiction and Non-Fiction: *Rose Blanche* - Christophe Gallaz and Roberto Innocenti *The Harmonica* - Tony Johnston *Once* - Morris Gleitzman *Letters from the Lighthouse* - Emma Carroll
GPS Focus	*Year 5 - Review & Revise* • *Parenthesis - relative pronouns and clauses* • *Singular and plural* • *Pronouns* • *Verb tense* • *Articles* • *Determiners* • *Standard English* • *Prepositions* • *Commas for clauses* • *Apostrophes for possession* • *Apostrophes for contraction*	*Year 6 -* • Use speech the convey and develop a character • Use reported speech • Vary structure to expand ideas and provide emphasis • Use a range of layout devices: bullet points, headings, sub-headings, columns and tables • Understand subject, verb, object	• Understand how hyphens are used *SATs Preparation - Range of SPaG style questions. Review concepts based on children's needs/requests.*	*SATs Preparation - Range of SPaG style questions. Review concepts based on children's needs/requests.*	*SATs Preparation - Range of SPaG style questions. Review concepts based on children's needs/requests.*	*Summer 2 - SPaG for Writing - Review key concepts to support writing assessment*

		- Use correct grammatical terminology - Use more extended expanded noun phrases - Use the perfect form of verbs for effect - Understand how semi-colons and colons are used - Use semi-colons and colons appropriately - Punctuate bullet points effectively and consistently				
Maths	**Number and Place Value** Numbers to ten million Powers of 10 Compare and order numbers Round numbers Negative numbers **Addition, Subtraction, Multiplication and Division** Add and subtract whole numbers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit x 2-digit number Short division Division using factors Long division with remainders Order of operations Mental calculations and estimation	**Fractions** Equivalent fractions Compare and order fractions Add and subtract fractions Add and subtract mixed numbers Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Fractions of amounts **Geometry – Position and Direction (Residential Week)** First quadrant Four quadrants Translations Reflections **Measurement - converting units** Metric measures Convert metric measures Imperial measures	**Ratio** Using ratio language Ratio and fractions Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems **Algebra** Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities **Decimals** Three decimal places Round decimals Add and subtract decimals Multiply by 10, 100 and 1,000	**Fractions, percentages and decimals** Decimals as fractions Fractions as division Understand percentages Equivalent fractions, percentages and decimals Order fractions, percentages and decimals Percentages of amounts Missing numbers **Area, perimeter and volume** Area and perimeter Area of a triangle Area of a parallelogram Volume - counting cubes Volume of a cuboid **Statistics** Read and interpret line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts	**Properties of Shapes** Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle – special cases Angles in a triangle – missing angles Angles in a quadrilateral Angles in polygons Circles Draw shapes accurately Nets of 3D shapes	**Consolidation for Secondary Transition**

			Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers	The mean		
Science	**Light and Electricity** Research Big Question: How has our understanding of electricity changed over time? Comparative Test Big Question: Which type of fruit makes the best battery Fair Test Big Question: How does the voltage of the battery in a circuit affect the brightness of a lamp or loudness of a buzzer? Observing Over Time Big Question: Does the temperature of a light bulb go up the longer it is on? Fair Test Big Question: How does the angle that a light ray hits a plane mirror affect the angle?	**Light and Electricity** Comparative Test Big Question: Which material is the most reflective? Identifying and Classifying Big Question: Can you identify all the colours that make white light when mixed together? What colours do you get if you mix different colours of light? Pattern Seeking Big Question: Is there a pattern to how bright it is in school over the day? Is it the same in every classroom?	**Living Things, Habitats** Identifying and Classifying Big Question: How would you make a classification key for invertebrates/ Invertebrates or microorganisms? Comparative Tests Big Question: Which is the most common invertebrate on our school playing field? Use Forest School and the Pond ==Research Big Question: How have our ideas about disease and medicine changed over time? - To be covered during the victorians== Research Big Questions: What do different types of microorganisms do? Are they always harmful? Observing Over Time Big Question: What happens to a piece of bread if you leave it on the windowsill for two weeks? Fair Test Big Question: How does the temperature affect how much gas is produced by yeast?	**Evolution and Inheritance** Research Big Questions: What happened when Charles Darwin visited the Galapagos islands? Comparative Tests Big Question: What is the most common eye colour in our class • Collecting specimens • Sampling • Variations • Evolution • DNA – extract from fruit such as strawberries • Nature vs Nurture Pattern Seeking Big Question: Is there a pattern between the size and shape of a bird's beak and the food it will eat? Identifying and Classifying Big Question: Compare the skeletons of Apes, humans, and Neanderthals – how are they similar, and how are they different? Identifying and Classifying Big Question: Can you classify these observations into evidence for the idea of evolution, and evidence against?	**Animals Including Humans The Circulatory System** Identifying and Classifying Big Question: Which organs make up the circulatory system, and where are they found? • Heart Dissection (order hearts) • Blood creation/flow • Blood groups Fair Test Big Question: How does the length of time we exercise affect our heart rate? Pattern Seeking Big Question: Is there a pattern between what we eat for breakfast and how fast we can run?	**Animals Including Humans The Circulatory System** Comparative Test Big Question: Which type of exercise has the greatest effect on our heart rate? Observing Over Time Big Question: How does my heart rate change over the day? Children to pose their own hypothesis and investigate ==Drug and alcohol effects on a healthy lifestyle - Covered through PSHE== Observing Over Time Big Question: How does my shadow change over the day?

Computing	3D Modelling	Programming - Variables	Communication	Spreadsheets	Programming - Sensing	Web Creation
	What is 3D modelling? Discuss the similarities and differences between 2D and 3D shapes. Explain why we might represent 3D objects on a computer. Select, move, and delete a digital 3D shape.

Making changes. Identify how graphical objects can be modified. Resize a 3D object. Change the colour of a 3D object.

Rotation and position. Rotate a 3D object. Position 3D objects in relation to each other. Select and duplicate multiple 3D objects.

Making holes. Identify the 3D shapes needed to create a model of a real-world object. Create digital 3D objects of an appropriate size. Group a digital 3D shape and a placeholder to create a hole in an object.

Planning. Plan my 3D model. Choose which 3D objects I need to construct my model. Modify multiple 3D objects.

Making. Decide how my model can be improved. Modify my model to improve it. Evaluate my model against a given criterion. | **Introducing variables** Identify examples of information that is variable. Explain the way that a variable changes can be defined. Identify that variables can hold numbers or letters.

Variables and programming Identify a program variable as a placeholder in memory for a single value. Explain that a variable has a name and a value. Recognise that the value of a variable can be changed.

Improving a game Decide where in a program to change a variable. Make use of an event in a program to set a variable. Recognise that the value of a variable can be used by a programme.

Designing a game Choose the artwork for my project. Explain my design choices. Create algorithms for my project.

Design to code improve and share Create the artwork for my project. Choose a name that identifies the role of a variable. Test the code that I have written.

Improving and Sharing Identify ways that my game could be improved. Extend my game further using more | **Searching the web** Complete a web search to find specific information. Refine my search. Compare results from different search engines.

Selecting the search results Explain why we need tools to find things online. Recognise the role of web crawlers in creating an index. Relate a search term to the search engine's index.

How the search results are ranked Explain that search results are ordered. Explain that a search engine follows rules to rank relevant pages. Suggest some of the criteria that a search engine checks to decide on the order of results.

How are searches influenced Describe some of the ways that search results can be influenced. Recognise some of the limitations of search engines. Explain how search engines make money.

How we communicate Explain the different ways in which people communicate. Identify that there are a variety of ways of communicating over the internet. Choose methods of communication to suit particular purposes. | **What is a spreadsheet?** Explain the relevance of data headings. Answer questions from an existing data set. Ask simple relevant questions which can be answered using data.

Modifying spreadsheet Explain what an item of data is. Apply an appropriate number format to a cell. Build a data set in a spreadsheet application.

What's the formula? Explain the relevance of a cell's data type. Construct a formula in a spreadsheet. Identify that changing inputs changes outputs.

Calculate and duplicate Recognise that data can be calculated using different operations. Create a formula which includes a range of cells. Apply a formula to multiple cells by duplicating it.

Event planning Use a spreadsheet to answer questions. Explain why data should be organised. Apply a formula to calculate the data I need to answer questions.

Presenting data Produce a graph. Use a graph to show the answer to questions. Suggest when to use a table or graph. | **The Micro Bit** Apply my knowledge of programming to a new environment. Test my program on an emulator. Transfer my program to a controllable device.

Go with the flow Identify examples of conditions in the real world. Use a variable in an if, then, else statement to select the flow of a programme. Determine the flow of a program using selection.

Sensing inputs Use a condition to change a variable. Experiment with different physical inputs. Explain that if you read a variable, the value remains.

Finding your way Explain the importance of the order of conditions in else, if statement. Use an operand (e.g. <>=) in an if, then statement. Modify a program to achieve a different outcome.

Designing a step counter Decide what variables to include in a project. Design the algorithm for my project. Design the program flow for my project.

Making a step counter Create a program based on my design. Test my program against my design. Use a range of approaches to find and fix bugs. | What makes a good website? Explore a website. Discuss the different types of media used on websites. Know that websites are written in HTML

How would you lay out your webpage? Recognise the common features of a web page. Suggest media to include on my page. Draw a web page layout that suits my purpose

Copyright or copy wrong ? Say why I should use copyright-free images. Find copyright-free images. Describe what is meant by the term 'fair use'

How does it look? Add content to my own web page. Preview what my web page looks like. Evaluate what my web page looks like on different devices and suggest/make edits.

Follow the breadcrumbs Explain what a navigation path is. Describe why navigation paths are useful. Make multiple web pages and link them using hyperlinks.

Think before you link Explain the implication of linking to content owned by others. Create hyperlinks to link to other people's work Evaluate the user experience of a website. |

		variables. Share my game with others.	Communicating Responsibly Compare different methods of communicating on the internet. Decide when I should and should not share. Explain that communication on the internet may not be private.		
Humanities	History - Early Islamic Civilisations including Baghdad c. AD 900- - The History Association Suggested Scheme of Work **How did Early Islamic Civilisation influence the world?** How different was Baghdad to London around 900AD? What was in the House of Wisdom? Who was Ibn Battuta and how did his Rihla help us? Who was Al-Zahrawi and what could we learn from Muslim medicine? What did early Islamic civilisation leave behind? English cross-curricular link: *Non-chronological report on 'How did Early Islamic Civilisation influence the world?'*	Geography – Local Fieldwork Skills (Residential Week) ***Residential Week - Map Skills (Discrete)*** Can we direct a plane using longitude and latitude? Does a compass always point North? How can we locate a range of places in our local area and beyond? - Review 4-figure grid references and then move onto 6-figure (retrieval practice) **Does our local area have enough resources for tourists?** What tools do geographers use? How do geographers collect data? - Dive Deeper Experience – Include local fieldwork linked to conducting surveys. What does our local area need? How do geographers present their data?	Geography - Mountains What is a mountain and where in the world are they? Where are the UK's mountains? How are mountains formed? What are the key features of a mountain? What is a mountain climate like? How does tourism affect mountain regions? How does climate change impact the Alps? English cross-curricular link: *Explanation answering 'How are mountains formed?'*	Geography - The Americas What countries form the Americas? How do places in the Americas compare? What is the climate like in the Americas? How does my local area compare with a region of North America? - *Local area fieldwork activity*	History – WWII – The History Association Suggested Scheme of Work ***How did WWII change our life today? – overarching Big Question*** How significant was the Blitz? World War 2: Whose war? What was the impact of WW2 on people in our locality? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain: Is this all we need to know about children in World War 2? New opportunities? How significant was the impact of World War 2 on women? What did men do in the War? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz? Conclusion: The Blitz: All we need to know about World War 2? English cross-curricular link: *Non-chronological report 'Life on the Home Front 1940s and a newspaper recounting The Blitz.*

Art	**Art - Modroc Modelling (Alberto Giacometti / Anthony Gormley)** Collect visual information to help develop an understanding of expressionist art through the medium of portraits of collage. Compare ideas, approaches and methods in the work of a variety of artists. Identify different methods and approaches used by a variety of artists. Describe what they think and feel about the work of other artists. Record details of the approaches of other artists to inform their own work. Identify ways to recreate images accurately. Say what they think and feel about different approaches used by themselves and other artists - Henry Matisse Use ideas gathered to inform a piece of artwork. Identify ways of using the visual information they have gathered to inform the planning of a piece. Sketch their ideas. Describe how they will recreate their designs on a larger scale. Create a piece of artwork using the medium of collage. Carefully plan your piece to ensure you need the criteria and style. Evaluate a finished piece of artwork and describe what you think and feel about it. Comment on the work of others. Evaluate their own work, stating what they		**Art - Technical Anatomy (Drawing)** Collect visual information to help develop an understanding of technical drawing and artists that use this medium. Compare ideas, approaches and methods in the work of a variety of artists. Identify different methods and approaches used by a variety of artists. Describe what they think and feel about the work of other artists. Record details of the approaches of other artists to inform their own work. Identify ways to recreate images accurately. Say what they think and feel about different approaches used by themselves and other artists. Practise the medium of sketch using a range of pencils to create tone, shade, movement and perspective. Use ideas gathered to inform a piece of artwork. Identify ways of using the visual information they have gathered to inform the planning of a piece. Sketch their ideas. Describe how they will recreate their designs on a larger scale. Create a piece of artwork using the medium purely of sketch using a particular aspect of the human anatomy such as the heart.			**Art - Painting - Surrealism. Ansalm Keifer and Paul Nash War Art -** Explore a range of art from the above artists. Comment on particular aspects and show an understanding of the feeling portrayed through the pieces. Understand why the government commissioned official war artists. Ask and answer questions about different artworks. Express their own thoughts and opinions about different artworks. Explore artwork by Paul Nash. Know about the war experiences and viewpoints of the artist Paul Nash. Discuss his artwork and their thoughts, feelings and opinions of it. Create their own artwork based on the style of Paul Nash. Use ideas gathered to inform a piece of artwork based on WWII. Sketch ideas ready for painting techniques. Explore painting techniques in order to review what is relevant for their piece. Create a piece of art based on a previous design. Develop a sketch into a large composition to paint that records their ideas. Use a variety of methods and approaches in their work. Evaluate a finished piece of artwork and describe what you think and feel about it. Comment on the work of others. Evaluate their own work, stating what they think and feel about it.

	think and feel about it. Make suggestions as to how they could improve their work if they were to create it again.		Evaluate a finished piece of artwork and describe what you think and feel about it. Comment on the work of others. Evaluate their own work, stating what they think and feel about it. Make suggestions as to how they could improve their work if they were to create it again.			Make suggestions as to how they could improve their work if they were to create it again.
DT		DT – Loop Games (Link to Electricity) Explore what is meant as fit for purpose and market research. Research and analyse a range of children's toys. Understand why market research is important - Dragon's Den example. Investigate and analyse a range of existing products. Identify components and design games - evaluate based on market research. Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. Generate, develop and communicate their ideas through discussion and annotated sketches. Evaluate their ideas and products against design criteria and consider the views of others to improve their work. Understand and use electrical systems in their products			DT - Bridge Building Explore ways in which pillars and beams are used to span gaps. Use technical vocabulary to explain how beam bridges are constructed. Understand the impact better bridge design has had on daily life. Investigate and explore the effectiveness of different beam/pillar designs. Explore ways in which trusses and arches can be used to strengthen bridges. Understand how suspension bridges are able to span long distances. Use technical vocabulary to explain how truss bridges spread the load of objects travelling across them. Apply knowledge of how to stiffen and strengthen structures. Explain how tension and compression forces are distributed by suspension bridges. Build a model suspension bridge that will support a given weight. Develop criteria and design a prototype bridge for a purpose. Write design criteria according to a given brief. Design a prototype model	DT – Burgers and healthy eating (Link to nutrition of the heart) Explore different types of burgers and their nutrition facts. Explain why nutrition facts are important to read. Know that making better food choices can make us healthier. Read tables and interpret the information to answer questions. Explore how to make burger patties. Follow a recipe to prepare and cook patties. Measure and mix ingredients correctly. Explain the cooking skills required when preparing burger patties Explore burger buns and their suitability. Explore sauces and side dishes for burgers. Make a simple sauce to go with a burger. Recognise sauces can be matched to different burger patties. Decide on sides to match a particular burger flavour. Explore and discuss a range of burger buns and their suitability. They will taste and analyse different bread buns, thinking about their flavour, texture,

		Build the base/construct a stable base. Model ideas through prototypes. Select from and use a wide range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria and consider the views of others to improve their work			according to design criteria. Work collaboratively to produce a prototype according to an agreed design. Measure and cut materials Build bridges Analyse and evaluate products according to design criteria. Devise tests to analyse a product according to design criteria. Evaluate their product according to design criteria? Consider the views of others and think of ways to improve their work.	appearance, shape and suitability for holding a burger together. Make informed decisions about the type of ingredients to use. Record information from tests they carried out. Investigate different products and evaluate them. Plan and design a burger to make. Write a recipe for a burger? Choose appropriate ingredients to make burgers. List the equipment and method needed to cook burgers. Make a burger and taste. Evaluate the process. Follow a plan to make a burger. Use cooking utensils and equipment correctly. Evaluate a cooking session and their own skills.
RE	Multiple Religions **How and why does religion bring peace and conflict?** How does the concept of outer-peace and inner-peace affect how people live? Is violence encouraged through religion? Why do people kill in the name of their religion? Is religion always deeply rooted in conflict?	Multiple Religions **How and why does religion bring peace and conflict?** Is violence always the answer? How do different religions express their desires for peace? Does the media represent religions through peace or conflict?	Buddhist **How do Buddhists explain the suffering of the world?** How did Buddha discover the Four Noble Truths? What did Buddha teach in order to reduce suffering? How does Buddhism compare to other religions? What is reincarnation? What does the Right Intention mean for the way Buddhists should live? What does karma mean to Busshists?	Humanist/Christian **What does it mean to be human? Is being happy the greatest purpose in life?** What are the qualities of the soul and the body? Is Christianity's view on sin the same as other religions? How do Christians interpret acts of suffering? What is the Humanist world view? Is pleasure the only good thing and pain the only evil? How does Christian morality compare to ideas found in	Christian/Humanist **Creation or science: conflicting or contemporary?** Where did the different aspects of the world come from? What is psalm 8? What is Genesis 1:1 - 2:3? How does the idea of creation compare in Genesis and Cosmology? How could Genesis and Cosmology answer questions about the world? Can you believe in both science and creation?	Muslim **How do beliefs shape identity?** **(Prepare for KS3)** What is the social history of Islam? How do beliefs shape the views of Muslims? How can theological connections be made between Islamic beliefs, actions and sacred texts? How is the Mosque a central part of daily life? How reliable and authentic are Islamic texts?

			What are the meanings of different stories with morals?	Utilitarianism and Humanism?		How do beliefs shape the identity of Muslims?
PSHE	**Mental Health** What mental health is. Know that mental health is about emotions, moods and feelings - how we think, feel and behave. Recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent. Know that there is help, advice and support available about mental health What can affect mental health and some ways of dealing with this. Recognise what can affect a person's mental health. Know some ways of dealing with stress and how people can get help and support. Understand that anyone can be affected by mental ill health Some everyday ways to look after mental health. Know some everyday ways of looking after mental health. Explain why looking after mental health is as important as looking after physical health. Understand that some things that support mental health will also support physical health Stigma and discrimination that can surround mental health. Recognise that stigma and discrimination of people living with mental health problems can and does exist. Explain the negative effect that this	**Keeping Safe** Feelings of being out and about in the local area with increasing independence. Aware of potential risks when out and about in the local area. Describe a range of feelings associated with being out and about. Understand that people can make assumptions about others that might not reflect reality Recognising and responding to peer pressure. Identify risky behaviour in a peer group. Recognise and respond to peer pressure and who they can ask for help. Understand how people feel if they are asked to do something they are unsure about. Consequences of anti-social behaviour (including gangs and gang related behaviour). Know some of the consequences of anti-social behaviour, including the law. Describe ways to resist peer pressure. Recognise they have responsibility for their behaviour and actions.	**Human Rights** People who have moved to (including the experience of refugees) Understand what migration means. Identify the reasons why people move from one place to another. Empathise with the experiences and challenges moving and settling in new place might bring Human rights and the UN Convention on the Rights of the Child. Aware how the rights are relevant to their lives and that rights come with responsibilities. Understand that individual human rights can sometimes conflict with the circumstances in a country. Identify some of the organisations that represent and support the rights of the child and the difference they make ***Homelessness*** Explain what makes a place where someone lives at 'home'. Appreciate the difficulties of being homeless or living in temporary accommodation. Know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation.	**Drug, Alcohol and Tobacco Education - Risk** Risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. Know about some of the possible effects and risks of different drugs. Know that some drugs are restricted or that it is illegal to own, use and supply them to others. Understand why and when people might use drugs. Assessing the level of risk in different situations involving drug use. Explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with. Identify risks within a given scenario involving drug use. Understand what would need to change to reduce the level of risk Ways to manage risk in situations involving drug use. Identify situations where drug use may occur. Know some ways of reducing risk in situations involving drug use. Know where to get help, advice and support regarding drug use	**Healthy Relationships - RSE** ***Recap the changes that occur during puberty which were covered in Year 4 and 5.*** Describe the physical and emotional changes that occur during puberty and how to manage these. Identify myths and facts about puberty, and what is important for a young person to know. Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us. ***Managing change, new roles and responsibilities as we grow up.*** Describe some changes that happen as we grow up Identify the range of feelings associated with change, transition to secondary school and becoming more independent Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities ***Learn about what constitutes a positive, healthy relationship and that relationships can change over time.***	**Year 6 to 7 transition project** **ECC Risk Avert Scheme of Learning (Summer 2)**

	can have. Know what can help to have a more positive effect (and therefore reduce stigma and discrimination)				Identify different kinds of loving relationships. Describe the qualities that enable these relationships to flourish. Explain the expectations and responsibilities of being in a close relationship. Recognise how relationships may change or end and what can help people manage this. ***Learn about adult relationships and the human life cycle and about human reproduction (how a baby is made and how it grows).*** Identify the links between love, committed relationships / marriage, and conception. Explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults. Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).	
PE						
Music	Get Set 4 Music - Electricity Sing and perform a song in three parts. Explore rhythmic notation and find the beats of the	Get Set 4 Music - Garage band Play and record a chord sequence using GarageBand. Have an understanding of how chords are constructed.	Get Set 4 Music - The Arctic	Get Set 4 Music - Celebrations	Get Set 4 Music - WW2	Get Set 4 Music - Reggae

	pulse in different time signatures. Read and perform rhythmic notation Extend knowledge of time signatures and rhythmic notation Create rhythms and notate using a variety of different note lengths and rests. Refine and rehearse rhythm grid composition Perform and appraise notated rhythm pieces..	Compose and record a melody fitting with a chord sequence. Add rhythmic and harmonic accompaniment to a piece. Compose section A for a final piece in a chosen style. Use ternary form to structure a piece of music.				
MFL – Spanish "La Jolie Rond"	La Jolie Ronde - Yr 5 Recap key Year 5 vocabulary through a quiz. La Jolie Ronde - Yr 6 Recap clothes using precise vocabulary and expressing opinions Recapping family members and adjectives Occupational vocabulary Singing Spanish songs Short stories and read aloud Rooms of the house and phrases	La Jolie Ronde - Yr 6 Recap clothes using precise vocabulary and expressing opinions Recapping family members and adjectives Occupational vocabulary Singing Spanish songs Short stories and read aloud Rooms of the house and phrases	La Jolie Ronde - Yr 6 Adjectives describing the home Audio recording and matching adjectives to nouns Identify nouns and adjectives in a text Recap repetition of requests Alphabet and stalling strategies	La Jolie Ronde - Yr 6 Adjectives describing the home Audio recording and matching adjectives to nouns Identify nouns and adjectives in a text Recap repetition of requests Alphabet and stalling strategies	La Jolie Ronde - Yr 6 Dates based on holidays Holiday accommodation Transport Places to visit Holiday presentation Perform presentations End of year quiz	La Jolie Ronde - Yr 6 Dates based on holidays Holiday accommodation Transport Places to visit Holiday presentation Perform presentations End of year quiz