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| English | **Spelling**  ious  cial  tial  ant and ance suffix  ent suffix  able suffix  ible suffix  ance suffix  ation suffix  fer words double r  i before e except after c  i before e except after c exceptions  ough words  ibly suffix**Grammar + Punctuation**  Word classes – nouns, verbs, adjectives, adverbs, pronouns, prepositions  Using commas  Using conjunctions  Adding relative and subordinate clauses  Noun phrases  Adverbial phrases  **Writing**  Poetry based on the book Sensational – performance poetry  Sci-fi linked to science  Instructions linked to DT | **Spelling**  /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.  Homophones  and other  words that are  often confused  Keywords  **Grammar + Punctuation**  Clauses  Modal verbs  Present perfect verbs  Subordinating conjunctions  Using commas  Using colons and semi-colons in a list  **Writing**  Explanation texts geography and science  Adventure/ mystery story | **Spelling**  mis prefix  sub and inter prefix  ation suffix  changing e to sion  ch words with a k sound  ch words with a s sound  ir prefix  in prefix  sure suffix  ture suffix  double consonants  un prefix**Grammar + Punctuation**  Using hyphens  Using semi-colons, colons and dashes  Passive voice  Using adverbials to build cohesion  Longer noun phrases  **Writing**  Poetry - Classic The Highway Man  Reports and recounts linked to history | **Spelling**  Revision  ily suffix  ally suffix  ous suffix  ssion suffix  que and gue suffix  ch words with a k sound  sc words with a s sound  il prefix  **Grammar + Punctuation**  Revision  **Writing**  Revision  Narrative – stories with a historical setting | **Spelling**  Silent letter patterns – ps, psy, gn, kn, mb, stle, mn  Suffixes – ate, ise ify  Homophones  Tricky words  **Grammar + Punctuation**  Modal verbs  Apostrophes  Relative clauses  **Writing**  Stories from other cultures | **Spelling**  Homophones  Noun and verb endings (ce and se)  Words with silent letters  Tricky words  **Grammar + Punctuation**  **Writing**  Stories with flash backs  Production – play scripts |
| Keevil  Characteristics | Diligence in presentation  Good communication will ensure good learning. | Diligence in presentation  Good communication will ensure good learning. | Diligence in presentation  Good communication will ensure good learning. | Diligence in presentation  Good communication will ensure good learning. | Diligence in presentation  Good communication will ensure good learning. | Diligence in presentation  Good communication will ensure good learning. Teamwork will be an asset during preparation for the performance. |

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| Maths  Based on Hamilton Trust scheme | ***Addition and place value***  ***Addition and number***  ***Addition and subtraction***  ***Shape and Multiplication***  ***Multiplication and Fractions***  ***Place value and Multiplication*** | ***Fractions, Multiplication and division***  ***Place value* *and subtraction***  ***Measures and data***  ***Shape and Fractions***  ***Addition and subtraction/ Multiplication and division*** | ***Addition, subtraction and place value***  ***Addition and subtraction***  ***Place Value and Addition***  ***Shape, measure and data***  ***Multiplication and division***  ***Fractions and decimals*** | ***Division and fractions***  ***Shape and measure***  ***Place Value and Subtraction***  ***Multiplication, ratio and percentages(Y6)***  ***Number, Decimals, Addition and subtraction***  ***Number, Decimals and Algebra(Y6)***  ***Addition and subtraction, Multiplication and division*** | ***REVISION WEEK: Number, place***  ***REVISION WEEK: Multiplication and division***  ***REVISION WEEK: Multiplication, division, fractions, decimals, percentages, ratios and scaling***  ***REVISION WEEK: Shape, measures, statistics and algebra***  SATs | ***Multiplication/division,* *algebra and ratio***  ***Multiplication and division***  ***Time, graphs and rate***  ***Decimals and subtraction***  ***Investigations* *and Decimals and fractions*** |
| Keevil  Characteristics | Diligence in presentation  Resilience when new learning is taking place ensures good learning takes place | Diligence in presentation  Resilience when new learning is taking place ensures good learning takes place | Diligence in presentation  Resilience when new learning is taking place ensures good learning takes place | Diligence in presentation  Resilience when new learning is taking place ensures good learning takes place | Diligence in presentation  Resilience when new learning is taking place ensures good learning takes place | Diligence in presentation  Resilience when new learning is taking place ensures good learning takes place |
| Science | **Earth and Space**   * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | | **Light**   * recognise that light appears to travel in straight lines * use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | **Evolution and Inheritance**   * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | **Living things and their habitats**  **Inc. classification, life processes, reproduction and adaptation**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals. * describe the changes as humans develop to old age. * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * give reasons for classifying plants and animals based on specific characteristics. | |
| Keevil  Characteristics | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning |

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| RE | **Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?**   * Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians. * Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. * Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. * Pupils know that not all Christian believe the same about the relationship between Creation and science. * Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship. | **Understanding Christianity: INCARNATION**  **2b.4 – Was Jesus the Messiah?**   * Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like. * Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. * Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument | **Discovery RE: ISLAM**  **Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?**   * I can show an understanding of why people show commitment in different ways. * I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. * I can think of some ways of showing commitment to God that would be better than others for Muslims. | **Understanding Christianity: SALVATION**  **2b.6 – What did Jesus do to save human beings?**   * Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been ‘saved’ or rescued by God. * Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph’s tomb. * Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. * They know that Christians remember Jesus’ sacrifice through the service of Holy Communion/ Lord’s Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. * They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this. | **Understanding Christianity: KINGDOM OF GOD 2b.8 – What kind of king is Jesus?**   * Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). * Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God’s reign will be complete. * Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. * Pupils know the Lord’s Prayer and can explain how this describes the Kingdom of God | **Discovery RE : ISLAM**  **Y6 Summer – Does belief in Akirah (life after death) help Muslims lead good lives?**   * I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. * I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. * I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. * I can give examples of times when I misinterpreted something. * I can explain two different Muslim interpretations of Jihad. * I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. |
| Keevil  Characteristics | Diligence in presentation  good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  good communication are vital during whole class discussions, this shares knowledge and improves learning | Diligence in presentation  good communication are vital during whole class discussions, this shares knowledge and improves learning |

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| History |  |  | **The Impact of the Railway**   * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * a significant turning point in British history, for example, the first railways | |  |  |
| Keevil  Characteristics |  |  | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | |  |  |
| Geography | **Physical Geography**   * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | |  |  | **Human Geography**   * describe and understand key aspects of: * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | |
| Keevil  Characteristics | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | |  |  | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | |
| Art and Design |  |  | **Observational Drawing**   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. |  |  |  |
| Keevil  Characteristics |  |  | To develop sketching skills requires resilience, and diligence to learn new ideas. |  |  |  |
| **Design Technology** | **Puppets** Design  * use research and 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | **Moving cards** Design  * use research and 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |  | **Bread**   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  Design  * use research and 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world | **Weaving and Textiles** Design  * use research and 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, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities  Evaluate  * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world | |
| **Keevil**  **Characteristics** | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas. | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas |  | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas | |

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| Computing | **E safety + General ICT Skills**   * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | |  |  | **Programming – Scratch**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * 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 | |
| Keevil  Characteristics | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT | |  |  | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT | |
| **Music** |  |  |  |  |  |  |
| **Keevil**  **Characteristics** |  |  |  |  |  |  |

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| Modern Foreign Language | **Numbers**  Be able to follow key patterns in the French number system, use these patterns to work out unknown numbers, use numbers in context of money, understand and give prices in Euros, talk about yourself and the hobbies you like, work out visual clues to understand new phrases.   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | **School Timetable**  Recognise a variety of school subjects; be able to understand sentences about a school timetable; be able to discuss opinions and give reasons; understand the differences between education in France and UK.   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | **Clothing and Weather**  Be able to describe a person using vocab for clothing plus adjectives; be able to describe the weather and clothing you may need for each different weather type.   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | **Seasons and Spring**  Have a clear understanding about Spring traditions in French; be able to describe the weather; be able to discuss the weather in relation to the seasons.   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | **Time**  Understand the time using the 12 and 24 hour clock; be able to extract info from a French timetable; talk about activities you do during the week and discuss opinions about TV programmes. Recognise differences between French and British TV schedules.   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | **Food and Health**  Recognise and talk about different food items; express likes and dislikes; discuss whether a food is good for your health or not; be able to write a café scene; be able to understand sums of money in Euros.   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly * Describe people, places, things and actions orally and in writing * Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English |
| Keevil  Characteristics | Resilience and good learning skills will be required to master a new language | Resilience and good learning skills will be required to master a new language | Resilience and good learning skills will be required to master a new language | Resilience and good learning skills will be required to master a new language | Resilience and good learning skills will be required to master a new language | Resilience and good learning skills will be required to master a new language |
| PE | Swimming | | Gym | | Cricket | Athletics |
| Keevil  Characteristics | Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills | | Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities | Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities | Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities | Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities |
| PSHE | **Digital safety**   * to recognise how images in the media do not always reflect reality and can affect how people feel about themselves * to explore and critique how the media present information * safety online(including social media, the responsible use of ICT and mobile phones) * the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others * Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text) | **Communities**   * to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view *COMMUNICATION* * that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) * to recognise and challenge stereotypes *(British Values)* * what being part of a community means, and about the varied institutions that support communities locally and nationally * to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing * to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom *(British Values)*   to think about the lives of people living in other places, and people with different values and customs | **Money**   * 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 the payment of VAT) * that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment * about enterprise and the skills that make someone ‘enterprising’ | **Family**   * that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment | **Keeping Healthy**   * what positively and negatively affects their physical, mental and emotional health (including the media) *RESILIENCE* * how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ *RESILIENCE* * to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet * that bacteria and viruses can affect health and that following simple routines can reduce their spread * what is meant by the term ‘habit’ and why habits can be hard to change * which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others | **Growing Up (RSE)**   * how their body will, and emotions may, change as they approach and move through puberty * about human reproduction * about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. * to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, * that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment * to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so * Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation |
| Keevil  Characteristics | PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning. | PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning. | PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning. | PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning. | PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning. | PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning. |

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| Additional  Activities | Possible visit to @Bristol  Forest schools | Forest schools  1 minute silence for Remembrance day  Operation Christmas Child  Children in Need cake sale | Pencelli residential – outdoor learning including orienteering  Comic Relief day  World book day |  | Production | Junior Good Citizen (Y6)  Sport day |
| All Keevil Characteristics | The characteristics mentioned for each term are the focus KC, of course there will be elements of resilience, diligence etc. in all learning activities and these will be mentioned during the lesson as appropriate. | | | | | |