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| LOWER KEY STAGE 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| English | **Spelling**  Suffix – ly  Prefix - re  Tricky words  **Grammar + Punctuation**  Statements, Questions, Exclamations  Verbs   * Identifying * Tenses, and changing between these * Progressive forms * Present perfect form * Standard forms   **Writing**  Narrative – The Magic Finger by Roald Dahl  Poetry – Shape poems and Calligrams | **Spelling**  Tricky words  **Grammar + Punctuation**  Conjunctions and compound sentences  Fronted adverbials  Apostrophes   * Contractions * Possession   Adverbs   * Descriptive – with –ly suffix, to show how something is done * Adverbial phrases, showing when or where   **Writing**  Narrative and Playscripts – Where The Wild Things Are  Non-chronological reports  Instructions | **Spelling**  Tricky words  **Grammar + Punctuation**  Conjunctions and compound sentences  Fronted adverbials  Complex sentences  Speech marks and rules for dialogue  Commas in lists  **Writing**  Chronological Reports – recounts and newspapers  Myths and Legends – Ancient Egyptian | **Spelling**  Tricky words  **Grammar + Punctuation**  Sentence structure for effect  Nouns  Pronouns  Prepositions  **Writing**  Explanations  Narrative – Sci Fi | **Spelling**  Tricky words  **Grammar + Punctuation**  **Writing**  Author Study – Roald Dahl  Non-chronological Reports | **Spelling**  Tricky Words  **Grammar + Punctuation**  **Writing**  Big Write based on ‘Kensuke’s Kingdom’ by Michael Morpurgo – to include persuasive writing, adverts, narrative writing |
| Keevil Characteristics | **Diligence in presentation.**  **Good communication underpins all speaking and listening, reading and writing activities** | **Diligence in presentation.**  **Good communication underpins all speaking and listening, reading and writing activities** | **Diligence in presentation.**  **Good communication underpins all speaking and listening, reading and writing activities** | **Diligence in presentation.**  **Good communication underpins all speaking and listening, reading and writing activities** | **Diligence in presentation.**  **Good communication underpins all speaking and listening, reading and writing activities** | **Diligence in presentation.**  **Good communication underpins all speaking and listening, reading and writing activities** |

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| Maths | Number – reading and writing numbers, place value, number facts  Addition + Subtraction including problem solving.  Fractions – of shapes, of numbers, ordering by size  Measurement – time, money  Geometry – 2D shapes | Number - number sequences, odd + even  Multiplication + Division including problem solving  Fractions – equivalent fractions, ordering by size  Statistics – recording and analysing information in tally charts, pictograms and bar graphs.  Measurement – Length and capacity including problems, time  Geometry - angles | Number – negative numbers  Addition + Subtraction including problems solving  Fractions- equivalent fractions, fractions of numbers  Geometry – 3D shapes, position, reflection, symmetry | Number – number sequences, rounding  Multiplication + Division including problem solving  Decimals – equivalence, ordering, number sequences  Statistics – Bar graphs, pictograms, line graphs  Geometry – Translation, perimeter, area | Number – place value, rounding  Addition + Subtraction including problems solving  Fractions- adding and subtracting, mixed numbers, problems  Measurement – Time, money  Geometry - position | Number - factors  Multiplication + Division including problem solving  Decimals – equivalence, ordering, number sequences  Statistics – venn and carroll diagrams  Measurement –  Geometry - |
| Keevil Characteristics | Problem-solving is a key part of the mastery curriculum.  Resilience is required to extend learning in this area of the curriculum. | Problem-solving is a key part of the mastery curriculum.  Resilience is required to extend learning in this area of the curriculum. | Problem-solving is a key part of the mastery curriculum.  Resilience is required to extend learning in this area of the curriculum. | Problem-solving is a key part of the mastery curriculum.  Resilience is required to extend learning in this area of the curriculum. | Problem-solving is a key part of the mastery curriculum.  Resilience is required to extend learning in this area of the curriculum. | Problem-solving is a key part of the mastery curriculum.  Resilience is required to extend learning in this area of the curriculum. |

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| Science | **Magnets**   * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Forces and Friction**   * compare how things move on different surfaces * identify the effects of air resistance, water resistance and friction, that act between moving surfaces | **Materials**   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Materials**   * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Humans – skeleton and muscles**   * identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Humans – teeth and eating**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions |
| Keevil Characteristics | Team work is important for carrying out group investigations.  Problem-solving is an integral part of the scientific process. | Team work is important for carrying out group investigations.  Problem-solving is an integral part of the scientific process. | Team work is important for carrying out group investigations.  Problem-solving is an integral part of the scientific process. | Team work is important for carrying out group investigations.  Problem-solving is an integral part of the scientific process. | Team work is important for carrying out group investigations.  Problem-solving is an integral part of the scientific process. | Team work is important for carrying out group investigations.  Problem-solving is an integral part of the scientific process. |

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| RE | **Discovery RE: GOD Y4 Summer 2 – Do people need to go to church to show they are Christians?**   * I can explain some of the feelings my special place gives me and suggest why that is. * I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. * I can start to understand the impact a Christian’s special place has on him/her. | **Understanding Christianity: GOSPEL 2a.4 – What kind of world did Jesus want?**   * Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. * Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. * Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. * Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour). * They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.   **Discovery RE: CHRISTMAS Y4 Autumn 2 – What is the most significant part of the nativity story for Christians today?**   * I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. * I can describe one thing a Christian might learn about Jesus from a Christmas symbol. * I can ask questions about what Christmas means to Christians and compare this with what it means to me. | **Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?**   * I can tell you three important actions I could take to support a group I belong to. * I can discuss my understanding of my group’s symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how * I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus. | **Understanding Christianity: SALVATION 2a.5 – Why do Christians call the day Jesus dies ‘Good Friday’?**   * Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. * Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. * Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday * They know that for some Christians today standing up for your faith can risk ridicule and even persecution. | **Understanding Christianity: PEOPLE OF GOD 2a.2 – What is it like to follow God?**   * Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. * Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. * Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows * Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army. | **Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?**   * I can explain some of the different roles I play whilst still being me. * I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. * I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.   **Y3 Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?**   * I can explain why water is important. * I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. * I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. |
| Keevil Characteristics | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. |

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| History | **A Local Study**   * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * a local history study   *Examples (non-statutory)*   * a depth study linked to one of the British areas of study prior to 1066 * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |  | **Ancient Egypt**   * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | | **Ancient Greece**   * Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| Keevil Characteristics |  | Communication is important for sharing and presenting learning.  Teamwork is required for group activities. | | Communication is important for sharing and presenting learning.  Teamwork is required for group activities. |
| Geography | **Mapwork**   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |  |  |  |
| Keevil Characteristics |  | Communication is important for sharing and presenting learning.  Teamwork is required for group activities. |  |  |  |

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| Art and Design | **Colour-mixing: Kandinsky + Klee**   * 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. |  |  | **Printing**   * 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 Characterisitics | Diligence to produce a polished finished piece of work to the best of their ability.  Resilience to keep going even when it’s tricky. |  |  | Diligence to produce a polished finished piece of work to the best of their ability.  Resilience to keep going even when it’s tricky. |  |  |
| Design Technology |  | **Moving Creatures** 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] | **Pop-up Books** 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] |  | **Computer design T-shirt printing** 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 | **Food Tech – Smoothies**   * 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  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 |
| Keevil Characterisitcs |  | Problem-solving and diligence to produce an item that is fit for purpose. | Problem-solving and diligence to produce an item that is fit for purpose. |  | Problem-solving and diligence to produce an item that is fit for purpose. | Problem-solving and diligence to produce an item that is fit for purpose. |
| Computing | **e-safety**   * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Word skills**   * 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content |  | **Programming**   * 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 |  | **Programming**   * 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 | Team-work and communication to agree on ways to use computers safely and listen to the opinion of others. | Communication to present and share information. |  | Problem-solving to produce and de-bug programming |  | Problem-solving to produce and de-bug programming |
| Music |  |  |  |  |  |  |
| Keevil Characteristics | Diligence to produce a quality performance.  Resilience to keep going even when it’s tricky. | Diligence to produce a quality performance.  Resilience to keep going even when it’s tricky. | Diligence to produce a quality performance.  Resilience to keep going even when it’s tricky. | Diligence to produce a quality performance.  Resilience to keep going even when it’s tricky. | Diligence to produce a quality performance.  Resilience to keep going even when it’s tricky. | Diligence to produce a quality performance.  Resilience to keep going even when it’s tricky. |

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| Modern Foreign Language | **Family**  Be able to talk about yourself and your siblings.   * 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 | **Numbers**  Be able to use numbers 1-31 (in age and birthday sentences); name months of the year.   * 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 | **Clothes**  Recognise and use the French words for clothes and qualify with adjectives; read aloud and build sentences based on weather and clothes as a model; compare French outfits and British ones.   * 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 | **Pets and Family**  Be able to say which pets you have at home; say which family members you have; ask others about their pets and family members; follow a written text.   * 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 | **Monsters**  Be able to read and understand short sentences containing body parts, numbers and colours; build your own sentences containing body parts, numbers and colours; be able to use j’ai and il or elle a correctly; and be able to identify the correct spelling of some body parts.   * 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 | **Family (in context of Little Red Riding Hood)**  Build your own sentences about family members; be able to recognise and read aloud nouns in a story correctly; be able to follow a familiar written story; be able to join in the re-telling of a familiar story (Little Red Riding Hood).   * 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 * Appreciate stories, songs, poems and rhymes in the language * 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 |
| Keevil Characteristics | **Good communication underpins all speaking and listening, reading and writing activities** | **Good communication underpins all speaking and listening, reading and writing activities** | **Good communication underpins all speaking and listening, reading and writing activities** | **Good communication underpins all speaking and listening, reading and writing activities** | **Good communication underpins all speaking and listening, reading and writing activities** | **Good communication underpins all speaking and listening, reading and writing activities** |

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| PE |  |  |  |  |  |  |
| Keevil Characteristics | Team-work for group games and activities.  Resilience to keep going when it is tricky. | Team-work for group games and activities.  Resilience to keep going when it is tricky. | Team-work for group games and activities.  Resilience to keep going when it is tricky. | Team-work for group games and activities.  Resilience to keep going when it is tricky. | Team-work for group games and activities.  Resilience to keep going when it is tricky. | Team-work for group games and activities.  Resilience to keep going when it is tricky. |
| PSHE | **Friendship**   * to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships * to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. * that their actions affect themselves and others * to work collaboratively towards shared goals *TEAMWORK* * to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves *TEAMWORK* AND *PROBLEM-SOLVING* * to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices *TEAMWORK* AND *PROBLEM-SOLVING* | **Anti-bullying**   * to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) * to recognise and manage ‘dares’ *RESILIENCE* * 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) * to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities | **Keeping Safe**   * to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ * to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience * to recognise their increasing independence brings increased responsibility to keep themselves and others safe * that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media * to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong * school rules about health and safety, basic emergency aid procedures, where and how to get help * strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety) * about people who are responsible for helping them stay healthy and safe and ways that they can help these people * to judge what kind of physical contact is acceptable or unacceptable and how to respond * the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ | **Emotions**   * to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others *RESILIENCE* * to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them *RESILIENCE* * to recognise and respond appropriately to a wider range of feelings in others | **Citizenship**   * to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people *COMMUNICATION* * why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules *(British Values)* * to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child * that these universal rights are there to protect everyone and have primacy both over national law and family and community practices * to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation * that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment * understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary *(British Values)* | **Changes**   * to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals *DILIGENCE* AND *LEARNING* * about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement |
| Keevil Characteristics | Communication to exchange thoughts, opinions and ideas.  Team-work to respect and appreciate differences. | Communication to exchange thoughts, opinions and ideas.  Team-work to respect and appreciate differences. | Communication to exchange thoughts, opinions and ideas.  Team-work to respect and appreciate differences. | Communication to exchange thoughts, opinions and ideas.  Team-work to respect and appreciate differences. | Communication to exchange thoughts, opinions and ideas.  Team-work to respect and appreciate differences. | Communication to exchange thoughts, opinions and ideas.  Team-work to respect and appreciate differences. |
| Additional Activities | Gym | Gym  1 minute silence for Remembrance Day  Operation Christmas Child  Children in Need cake sale  Craft Club – Teacher-led after school club (Louisa)  Christmas Concert  Visit from Trowbridge Museum Team “Victorian workshop”  Trip to the Fleet Air Arm Museum | Swimming  Comic Relief Day  Sharing Worship  World book day author visit – Maudie Smith  Possible trip to Bristol Museum – Ancient Egyptian workshop and exhibit | Swimming  Danywenallt trip  Judasim Workshop with Jane Silver-Corren | P.E.  Possible trip to a Hindu Temple, or a visit from a Hindu follower | P.E.  Visit from a Greek Warrior!  Sports Day  Transition Days |
| Al Keevil Characteristics | All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate. | | | | | |