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| English | **Spelling**  Homophones  Words with ei after c  Words with ough  Prefixes – dis, de, mis, over, re  Suffixes – ate, ise, ify  Tricky words  **Grammar + Punctuation**  Word classes – nouns, verbs, adjectives, adverbs, pronouns, prepositions  Using commas  Using conjunctions  Adding relative and subordinate clauses  Noun phrases  Adverbial phrases  **Writing**  Narrative – stories by significant authors – Phillip Pullman – Main focus Clockwork | **Spelling**  Words with cious and tious  Words with cial and tial  Words ending in ant, ance and ancy  Words ending in ent, ence and ency  Words endling in able and ible  Words ending in ably and ibly  Tricky words  **Grammar + Punctuation**  Clauses  Modal verbs  Present perfect verbs  Subordinating conjunctions  Using commas  Using colons and semi-colons in a list  **Writing**  Biography, auto biography linked to history  Traditional stories  Instructions linked to DT | **Spelling**  Adding suffixes to words ending in fer  Adding tion and sion  Rules for adding suffixes and prefixes  Morphology and Etymology  Tricky words  **Grammar + Punctuation**  Using hyphens  Using semi-colons, colons and dashes  Passive voice  Using adverbials to build cohesion  Longer noun phrases  **Writing**  Narrative -writing - Lemony Snickett | **Spelling**  Revision  Tricky words  **Grammar + Punctuation**  Revision  **Writing**  Narrative – Stories with a familiar setting / theme – There’s a boy in the Girl’s Bathroom | **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**  Myths and legends linked to history  Persuasive writing / Formal writing – letters linked to Theme Park maths | **Spelling**  Homophones  Noun and verb endings (ce and se)  Words with silent letters  Tricky words  **Grammar + Punctuation**  **Writing**  Poetry – choral and performance  Production (speaking and drama) |
| 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. |
| 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 |

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| Science | **Forces and Friction**   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | **Electricity**   * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * use recognised symbols when representing a simple circuit in a diagram. | **Materials**   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | **Humans**   * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans. |
| 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 |

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| RE | **Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving?**   * Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist’s) and can say why i.e. Humanist’s don’t believe God is omnipotent omniscient and eternal because..,. * They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy * Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. * Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. | **Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?**   * Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. * Pupils will know a range of Jesus teachings: The wise and foolish builder’s/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). * Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. * Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.   **Discovery RE: CHRISTMAS Y5 Autumn 2 – Is the Christmas story true? OR Y6 Autumn 2 – How significant is it that Mary was Jesus’ mother?** | **Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today?**   * I can explain how some stories can teach people about what is important and how to behave. * I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. * I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. | **Understanding Christianity: SALVATION**  **2b.7 – What difference does the resurrection make for Christians?**   * Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. * Pupils know that most Christians believe that Jesus resurrection means that death isn’t the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. * They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. * They can explain why certain things might happen at a Christian funeral. | **Understanding Christianity: PEOPLE OF GOD 2b.3 – How can following God bring freedom and justice?**   * Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. * Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation * Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. * Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church * Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too. | **Discovery RE : SIKHISM Y5 Autumn 1 – How far would a Sikh go for his/her religion? COMBINED WITH Y5 Summer 1 – What is the best way for a Sikh to show commitment to God?**   * I can identify the different levels of commitment I show to different things and explain these priorities. * I can make links between how Sikhs practise their religion and the beliefs that underpin this. * I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. * I can show an understanding of why people show commitment in different ways. * I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. * I can start to express what I think about the best way a Sikh could show commitment to God. |
| 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 | **English Civil War**   * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | |  |  | **A Non-European Society (eg. Baghdad c. AD 900 or Mayan Civilization c. AD 900 or Benin c. AD 900-1300)**   * a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | |
| 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 | |
| Geography |  |  | **Study of a region in North or South America**   * locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * understand geographical similarities and differences through the study of human and physical geography of a region within North or South America | |  |  |
| Keevil Characteristics |  |  | Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning | |  |  |
| Art and Design | **Artist Study - Henri Rousseau**   * 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. |  | **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. | **People in Action**   * 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 an appreciation of arts requires resilience, and diligence to learn new ideas. |  | To develop sketching skills requires resilience, and diligence to learn new ideas. | To develop sketching skills requires resilience, and diligence to learn new ideas. |  |  |
| Design Technology |  | **Food technology**  **Biscuits – including packaging**   * 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 |  |  | **Moving vehicles** 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] | |
| 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 | |

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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**  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 * 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 * 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 | **School Life**  Using prior understanding of the topic, be able to say and understand more complicated paragraphs; talk about your day   * Listen attentively to spoken language and show understanding by joining in and responding * sound and meaning of words * 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 * 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   . | **Places in Town**  Be able to talk about where you live (town, country and nationality, type of house); use a variety of vocab about places in a town; be able to understand sentences about a town; to give and understand information about a town.   * Listen attentively to spoken language and show understanding by joining in and responding * sound and meaning of words * 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 * 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 | **Free Time**  Be able to talk about your hobbies and what you do in your free time (including when); talk about which activities you like and dislike; be able to communicate about hobbies/likes and dislikes with a partner, asking and answering simple questions.   * Listen attentively to spoken language and show understanding by joining in and responding * sound and meaning of words * 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 * 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 | **Geography**  Recognise countries in the world; know and say which language is spoken there and what the capital is; describe the weather in that place; describe some geographical aspects of that country; compare 2 countries.   * Listen attentively to spoken language and show understanding by joining in and responding * sound and meaning of words * 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 * 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 and Future**  Be able to ask and answer questions about yourself and family; be able to say statements about themselves and family using 1st and 3rd person; talk about what they do well and plans for the following week (Immediate future); extract information from spoken and written passages containing unknown words and phrases; write a paragraph about themselves and family.   * Listen attentively to spoken language and show understanding by joining in and responding * sound and meaning of words * 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 | Swimming | Gym | 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 | Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities |
| 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 | 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. |
| Additional Activities |  |  |  |  |  |  |
| Keevil Characteristics |  |  |  |  |  |  |