UKS2 – Year 5/6 - Cycle 1 - 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 2017 - 2018	**Topic – Meet the Greeks** Enriching Experiences- Greek Day.	**Topic – Meet the Greeks** **Enriching Experiences- TBC**	**Topic- World War 2: WW2 in Europe and the Battle of Britain**	**Topic- World War 2: WW2 in Europe and the Battle of Britain**	**Topic – 7.3 Billion and Counting (Space)**	**Topic – 7.3 Billion and Counting (Space)**

Literacy: Writing - Year 5 - Basic Fluency

1. Make sure key skills from Year 4 are still being applied before moving on.
2. Formation of letters (joining).
3. Spelling patterns and syllables strategies.
4. Spell identified commonly misspelt words from Year 5 and 6 word list.
5. Understand the general rules for adding prefixes and suffixes - suffix, for example, ate, ise, ify prefixes, for example, dis, de, mis, over and re.
6. Grammar goal of the week (See GPS coverage below and NC).
7. Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peers assessment.

Literacy: Writing - Year 5 - Grammar, Punctuation and Spelling

1. Distinguish between homophones and other words which are often confused.
2. Spell some words with silent letters, e.g. knight, psalm, solemn.
3. Ensure the consistent and correct use of tense throughout a piece of writing.
4. Ensure correct subject and verb agreement when using singular and plural.
5. Distinguish between the formal and informal language of speech and writing.
6. Use modal verbs or adverbs to indicate degrees of possibility.
7. Use brackets, dashes or commas to indicate parenthesis.

Literacy: Writing - Year 5 - Handwriting

1. Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.

Literacy: Writing - Year 5 – Composition

2. Know the intended audience and purpose of the writing.
3. Use sentence starters to highlight the main idea.
4. Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
5. Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
6. Establish viewpoint as the writer by developing characters through action and dialogue.
7. Choose vocabulary and grammar to engage and impact on the reader.
8. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
9. Add well-chosen detail to interest the reader.
10. Proof-read for spelling and punctuation errors, assessing the effectiveness of their own and others writing suggesting changes to vocabulary, grammar and punctuation.

Literacy: Writing - Year 6 - Basic Fluency

1. Make sure key skills from Year 5 are still being applied before moving on.
2. Use spelling patterns and syllables strategies for spelling most words correctly* (years 5 and 6).
3. Using capital letters, full stops, question marks, exclamation marks mostly correctly.
4. Using commas for lists and apostrophes for contraction correctly.
5. Using co-ordinating and subordinating conjunctions.
6. The pupil can write for a range of purposes and audiences (including writing a short story).
7. Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peer assessment.

Literacy: Writing - Year 6 - Grammar, Punctuation and Spelling

1. Using inverted commas, commas for clarity.
2. Punctuation for parenthesis mostly correctly.
3. Making some correct use of semi-colons, dashes, colons and hyphens.
4. Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
5. Using passive and modal verbs mostly appropriately.

Literacy: Writing - Year 6 - Handwriting

1. Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Literacy: Writing - Year 6 – Composition

1. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
2. Using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.
3. Using a wide range of clause structures, sometimes varying their position within the sentence.
4. Creating atmosphere, and integrating dialogue to convey character and advance the action.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative, Non-narrative, Poetry	**Narrative, Non-narrative, Poetry**	**Narrative, Non-narrative, Poetry** Forest Schools	**Narrative, Non-narrative, Poetry** Forest Schools	**Narrative, Non-narrative, Poetry**	**Narrative, Non-narrative, Poetry**

Maths - Year 5 - Basic Fluency Forest Schools & P4C

1. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
2. Read, write, order and compare numbers with up to three decimal places.
3. Recap on number bonds and bridging through any given numbers.
4. Recall multiplication and division facts for multiplication tables up to 12 × 12.
5. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and those numbers with decimals.
6. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Measure – 1Km=1000m, Geometry – identify: angles at a point and one whole turn (total 360^{o}), angles at a point on a straight line and 2 1 a turn (total 180^{o}), other multiples of 90^{o}.

Maths - Year 5 – Number Forest Schools & P4C

1. Count through 0 both forwards and backwards, including decimals and negative numbers.
2. Read roman numerals to 1000.
3. Solve number problems and practical problems involving the basic skills (Fluency).
4. Add and subtract numbers with more than 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
5. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
6. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
7. Recognise and use square numbers and cube numbers.
8. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.
9. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division.
10. Compare, order and add fractions with the same denominator or denominators that are multiples of the same number.
11. Recognise mixed numbers and improper fractions and convert from one form to the other.
12. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
13. Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 2/5 4/5.

Maths - Year 5 - Measure/Geometry/Statistics Forest Schools & P4C

Measurement (Every half term)

M1 – Measure and calculate the perimeter and area of composite rectilinear shapes in cms and ms.

M2 – Estimate volume and capacity.

G1 – Identify 3-D shapes, including cubes and other cuboids, from 2-D representations, distinguishing 2D regular and irregular polygons.

G2 - Draw given angles, and measure them in degrees (^{o}) and recognise those that are acute, obtuse and reflex angles.

S1 – Complete, read and interpret information in tables, graphs and charts using and applying the basic fluency skills.

Maths - Year 6 - Basic Fluency

1. Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit.
2. Read, write, order and compare numbers with up to three decimal places.
3. Recap on number bonds and bridging through given numbers.
4. Recall multiplication and division facts for multiplication tables up to 12 × 12.
5. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and those numbers with decimals.
6. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Measure – 1Km=1000m, Geometry – identify: angles at a point and one whole turn (total 360^{o}), angles at a point on a straight line and 1/2 a turn (total 180^{o}), other multiples of 90^{o}.

Maths - Year 6 - Number

1. The pupil can demonstrate an understanding of place value, including large numbers and decimals.
2. Child to count in 1/3s, 1/5s, 1/8s.
3. The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).
4. The pupil can use formal methods to solve multi-step problems.
5. The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
6. The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake).
7. The pupil can calculate using fractions, decimals or percentages(e.g. knowing that 7 divided by 21 is the same as 7/21).

Maths - Year 6 - Measure/Geometry/Statistics

M1 – The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).

G1 – The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle.

G2 - The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

MFL: Spanish **FL2/1.1 Listening & Comprehension** FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2d present ideas and information orally to a range of audiences*		**FL2/1.3 Reading & Comprehension** FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		**FL2/1.4 Writing** FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing **FL2/1.4c 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 similar to English.**	
History • Ancient Greece – a study of Greek life and achievements and their influence on the western world **Geography – Human Geography** - 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	**History** • Ancient Greece – a study of Greek life and achievements and their influence on the western world **Geography – Human Geography** - 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	**History** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Forest Schools **Geography – Place Knowledge** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**History** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Forest Schools **Geography – Place Knowledge** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**History** **Geography – Locational Knowledge** - 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)	**History** **Geography – Locational Knowledge** - 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)
RE: Theme: Easter **Religion:** Christianity	**RE: Theme:** Christmas **Religion:** Christianity	**RE: Theme:** Beliefs and Practices **Religion:** Buddhism	**RE: Theme:** Beliefs and Practices **Religion:** Islam	**RE: Theme:** Beliefs and moral values **Religion:** Islam	**RE: Theme:** Beliefs and Practices **Religion:** Sikhism
Living things and their habitats (Y5) Forest Schools Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • e process of reproduction in some plants and animals. **Living things and their habitats (Y6)** Forest Schools Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.	**Animals including humans (Y5)** Pupils should be taught to: • describe the changes as humans develop to old age. **Animals including humans (Y6)** Pupils should be taught to: • 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.	**Properties and changes of materials (Y5)** Forest Schools Pupils should be taught to: • 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.	**Forces (Y5)** Forest Schools Pupils should be taught to: • 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.	**Earth and Space (Y5)** Pupils should be taught to: • 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.	**Earth and Space (Y5)** Pupils should be taught to: • 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.
Computing: E-safety, Algorithms and programming NC9) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Computing: Databases and data Handling NC12) 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	Computing: Using the internet NC10) 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. NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Computing: Digital Media NC12) 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	Computing: Presentation/control NC7) design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC12) 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	Computing: Text and graphics NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Art: natural Disasters Forest Schools To create a piece of abstract art that allows pupils to be create a piece of work exploring their ideas and recording their experiences (oil, chalk) https://www.stephartist.com/natural-	DT: design make and evaluate a cart/stocks/guillotine Use research and develop design criteria to inform the design of innovative functional products that are fit for purpose aimed at particular individuals of groups	DT:Meet the Greeks Make a Greek shield/helmet Design, make, evaluate and apply technical knowledge to design a Greek shield/helmet	Art:Moving Mountains Landscape art using perspective Understanding great artists (Albert Bierstadt and Nicholas Roerich) to research, explore and develop their own techniques.	Art: Masks (in '14-'15 animals) Batik To improve their mastery of art and design techniques, including drawing, painting and	Art: Create own papyrus paper with hieroglyphics on i,e, bookmarks - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,

disasters.html DT: NC 22 - understand and apply the principles of a healthy and varied diet			NC 24 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	sculpture with a range of materials To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities NC 23 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	pencil, charcoal, paint, clay] - learn about great architects
Music: Play and perform Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**Music:** Play and perform Create and compose Improvise and compose music for a range of purposes using the inter – related dimensions of music.	**Music:** Listen and rehearse sounds accurately Listen with attention to detail and recall sounds with increasing aural memory.	**Music:** Patterns: use and apply musical notation Use and understand staff and other musical notation.	**Music:** Listening to and appreciate a range of music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	**Music:** Music over time Develop an understanding of the history of music.
PE - Teacher led – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination	PE - Teacher led – Dance NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE - Teacher led - Fitness: NC 3 - develop flexibility, strength, technique, control and balance		PE - Teacher led – Rugby NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	PE - Teacher led – Rounders NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PE – PE Coordinator PPA – Tennis NC 1 - use running, jumping, throwing and catching in isolation and in combination	PE – PE Coordinator PPA – Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 4 - perform dances using a range of movement patterns	PE – PE Coordinator PPA – Boxercise NC 3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		PE – PE Coordinator PPA – Cricket NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	PE – PE Coordinator PPA – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination
PSHCE: **Physical health and wellbeing:** Year 5: In the media - that messages given on food adverts can be misleading - about role models - about how the media can manipulate images and that these images may not reflect reality **Cross curricular links** Computing – E-safety programs (Mind mate lesson: Feeling good and being me: Self belief) Discrete lesson taught P4C **Sex and relationship education:** Year 6: Healthy relationships - about the changes that occur during puberty - to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Additional lessons: - some myths and misconceptions about HIV, who it affects and how it is transmitted. - about how the risk of HIV can be reduced. - that contraception can be used to stop a baby from being conceived. **Cross curricular links** Discrete lesson (Mind mate lesson: Feeling good and being me: Self integrity) Discrete lesson taught P4C	PSHCE: **Careers, financial capability and economic wellbeing:** Year 5: Borrowing and earning money Pupils learn: - that money can be borrowed but there are risks associated with this - about enterprise - what influences people's decisions about careers **Cross curricular links** Maths – Nu mber/money – reasoning/problem solving History – Greek commerce and its impact (Mind mate lesson: Friends and family: Unhealthy friendships and relationships) Discrete lesson taught P4C **Sex and relationship education:** Year 6: How a baby is made - about human reproduction in the context of the human lifecycle - how a baby is made and grows (conception and pregnancy) - about roles and responsibilities of carers and parents - to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Additional lessons: - some myths and misconceptions about HIV, who it affects and how it is transmitted - about how the risk of HIV can be reduced - that contraception can be used to stop a baby from being conceived **Cross curricular links** Discrete lesson (Mind mate lesson: Friends and family: Celebrating friendship) Discrete lesson taught P4C	PSHCE: **Identity, society and equality:** Year 5: Stereotypes, discrimination and prejudice (including tackling homophobia) - about stereotyping, including gender stereotyping - workshop from Diversity Role Models or Equaliteach - about prejudice and discrimination and how this can make people feel **Cross curricular links** History – WW2 – holocaust (Mind mate lesson: Life changes: Aspirations to manage change positively) Discrete lesson taught P4C Year 6: Human rights - about people who have moved to Islington from other places, (including the experience of refugees) - about human rights and the UN Convention on the Rights of the Child - about homelessness **Cross curricular links** History – WW2 – holocaust (Mind mate lesson: Life changes: Moving on) Discrete lesson taught P4C	PSHCE: **Mental health and emotional wellbeing:** Year 5: Dealing with feelings - about a wide range of emotions and feelings and how these are experienced in the body - about times of change and how this can make people feel - about the feelings associated with loss, grief and bereavement **Cross curricular links** History – WW2 – Day in the life of someone on the frontlines Geography – How conditions and environment impacted feelings (Mind mate lesson: Strong emotions: Strong emotions and mental health) Discrete lesson taught P4C Year 6: Healthy minds - what mental health is - about what can affect mental health and some ways of dealing with this - about some everyday ways to look after mental health - about the stigma and discrimination that can surround mental health **Cross curricular links** History – WW2 – Day in the life of someone on the frontlines Geography – How conditions and environment impacted mental health (Mind mate lesson: Strong emotions: happiness) Discrete lesson taught P4C	PSHCE: **Drug, alcohol and tobacco education:** Year 5 - Different influences - about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis - about different influences on drug use – alcohol, tobacco and nicotine products - strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol **Cross curricular links** Computing – Create a presentation Science – Impact on space travel. (Mind mate lesson: Being the same being different: Stigma) Discrete lesson taught P4C Year 6 - Weighing up risk - about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs - about assessing the level of risk in different situations involving drug use - about ways to manage risk in situations involving drug use **Cross curricular links** Computing – Create a presentation (Mind mate lesson: Body image and social media) Discrete lesson taught P4C	PSHCE: **Keeping safe and managing risk:** Year 5 - When things go wrong - about keeping safe online - that violence within relationships is not acceptable - about problems that can occur when someone goes missing from home **Cross curricular links** English – Narrative – a space odyssey (Mind mate lesson: Solving problems and making it better: talking it through restorative justice) Discrete lesson taught P4C Year 6 - Keeping safe - out and about - about feelings of being out and about in the local area with increasing independence - about recognising and responding to peer pressure - about the consequences of anti-social behaviour (including gangs and gang related behaviour) FGM Pupils learn: - about the importance for girls to be protected against FGM **Cross curricular links** Discrete lesson (Mind mate lesson: Solving problems and making it better: winning what does it take?) Discrete lesson taught P4C

UKS2 – Year 5/6 - Cycle 2 - 2018-2019

Cycle 2 2018 - 2019

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – **Victorians** Enriching Experiences-	Topic – **Victorians** Enriching Experiences-	Topic – **End of Anglo Saxon Rule -Battle of 1066** Enriching Experiences-	Topic – **End of Anglo Saxon Rule -Battle of 1066** Enriching Experiences-	Topic – **Shang Dynasty** Enriching Experiences-	Topic – **Shang Dynasty** Enriching Experiences-

Literacy: Writing - Year 5 - Basic Fluency

8. Make sure key skills from Year 4 are still being applied before moving on.
9. Formation of letters (joining).
10. Spelling patterns and syllables strategies.
11. Spell identified commonly misspelt words from Year 5 and 6 word list.
12. Understand the general rules for adding prefixes and suffixes - suffix, for example, ate, ise, ify prefixes, for example, dis, de, mis, over and re.
13. Grammar goal of the week (See GPS coverage below and NC).
14. Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peers assessment.

Literacy: Writing - Year 5 - Grammar, Punctuation and Spelling

8. Distinguish between homophones and other words which are often confused.
9. Spell some words with silent letters, e.g. knight, psalm, solemn.
10. Ensure the consistent and correct use of tense throughout a piece of writing.
11. Ensure correct subject and verb agreement when using singular and plural.
12. Distinguish between the formal and informal language of speech and writing.
13. Use modal verbs or adverbs to indicate degrees of possibility.
14. Use brackets, dashes or commas to indicate parenthesis.

Literacy: Writing - Year 5 - Handwriting

1. Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.

Literacy: Writing - Year 5 – Composition

1. Know the intended audience and purpose of the writing.
2. Use sentence starters to highlight the main idea.
3. Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
4. Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
5. Establish viewpoint as the writer by developing characters through action and dialogue.
6. Choose vocabulary and grammar to engage and impact on the reader.
7. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
8. Add well-chosen detail to interest the reader.
9. Proof-read for spelling and punctuation errors, assessing the effectiveness of their own and others writing suggesting changes to vocabulary, grammar and punctuation.

Literacy: Writing - Year 6 - Basic Fluency

1. Make sure key skills from Year 5 are still being applied before moving on.
2. Use spelling patterns and syllables strategies for spelling most words correctly* (years 5 and 6).
3. Using capital letters, full stops, question marks, exclamation marks mostly correctly.
4. Using commas for lists and apostrophes for contraction correctly.
5. Using co-ordinating and subordinating conjunctions.
6. The pupil can write for a range of purposes and audiences (including writing a short story).
7. Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peer assessment.

Literacy: Writing - Year 6 - Grammar, Punctuation and Spelling

1. Using inverted commas, commas for clarity.
2. Punctuation for parenthesis mostly correctly.
3. Making some correct use of semi-colons, dashes, colons and hyphens.
4. Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
5. Using passive and modal verbs mostly appropriately.

Literacy: Writing - Year 6 - Handwriting

1. Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Literacy: Writing - Year 6 – Composition

1. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
2. Using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.
3. Using a wide range of clause structures, sometimes varying their position within the sentence.
4. Creating atmosphere, and integrating dialogue to convey character and advance the action.

Mixed recounts: letters, diaries, biographies, witness accounts.	Explanation & Persuasion: ads, letters, articles & campaigns	Poetry Forest Schools	Persuasion - picture books (e.g. Wolves in the walls) Forest Schools	Chronological Reports	Mystery/adventure stories:

Maths - Year 5 - Basic Fluency Forest Schools & P4C

1. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
2. Read, write, order and compare numbers with up to three decimal places.
3. Recap on number bonds and bridging through any given numbers.
4. Recall multiplication and division facts for multiplication tables up to 12 × 12.
5. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and those numbers with decimals.
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Maths - Year 5 - Number Forest Schools & P4C

1. Count through 0 both forwards and backwards, including decimals and negative numbers.
2. Read roman numerals to 1000.
3. Solve number problems and practical problems involving the basic skills (Fluency).
4. Add and subtract numbers with more than 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
5. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
6. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
7. Recognise and use square numbers and cube numbers.
8. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.
9. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division.
10. Compare, order and add fractions with the same denominator or denominators that are multiples of the same number.
11. Recognise mixed numbers and improper fractions and convert from one form to the other.
12. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
13. Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 2/5 4/5.

Maths - Year 5 - Measure/Geometry/Statistics Forest Schools & P4C

Measurement (Every half term)

M1 – Measure and calculate the perimeter and area of composite rectilinear shapes in cms and ms.

M2 – Estimate volume and capacity.

G1 – Identify 3-D shapes, including cubes and other cuboids, from 2-D representations, distinguishing 2D regular and irregular polygons.

G2 - Draw given angles, and measure them in degrees (°) and recognise those that are acute, obtuse and reflex angles.

S1 – Complete, read and interpret information in tables, graphs and charts using and applying the basic fluency skills.

Maths - Year 6 - Basic Fluency

1. Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit.
2. Read, write, order and compare numbers with up to three decimal places.
3. Recap on number bonds and bridging through given numbers.
4. Recall multiplication and division facts for multiplication tables up to 12 × 12.
5. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and those numbers with decimals.

Maths - Year 6 - Number

1. The pupil can demonstrate an understanding of place value, including large numbers and decimals.
2. Child to count in 1/3s, 1/5s, 1/8s.
3. The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).

Maths - Year 6 - Measure/Geometry/Statistics

M1 – The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).

G1 – The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle.

	6. Recall Mathematical facts and vocabulary related to mathematical understanding e.g. Measure – 1Km=1000m, Geometry – identify: angles at a point and one whole turn (total 360º), angles at a point on a straight line and 1/2 a turn (total 180º), other multiples of 90º.		4. The pupil can use formal methods to solve multi-step problems. 5. The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?). 6. The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake). 7. The pupil can calculate using fractions, decimals or percentages(e.g. knowing that 7 divided by 21 is the same as 7/21).		G2 - The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).	
	MFL: Spanish. All objectives will be covered throughout each half term **FL2/1.1 Listening & Comprehension** FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2d present ideas and information orally to a range of audiences*		**FL2/1.3 Reading & Comprehension** FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		**FL2/1.4 Writing** FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing **FL2/1.4c 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 similar to English.**	
	History - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - the changing power of monarchs using case studies such as John, Anne and Victoria **Geography** - 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	**History** - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - the changing power of monarchs using case studies such as John, Anne and Victoria **Geography** - 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	**History** Forest Schools - Britain's settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne **Geography** Forest Schools - 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	**History** Forest Schools - Britain's settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne **Geography** Forest Schools - 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	**History** - 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 **Geography** - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**History** - 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 **Geography** - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	RE: Theme: P4C Belief into action. **Key questions**: How far would a Sikh go for his/her religion? **Religion**: Sikhism	**RE: Theme:** P4C Christmas **Key Question:** Is the Christmas story true? **Religion:** Christianity **Theme:** The Amrit Ceremony and the Khalsa **Key question**: Does joining the Khalsa make a person a better Sikh? **Religion** Sikhism	**RE: Theme:** P4C Beliefs and moral values **Key Question:** Are Sikh stories important today? **Religion:** Sikhism **Theme**: Hindu beliefs **Key question**: is anything ever eternal? **Religion:** Christianity.	**RE: Theme:** P4C Easter **Key Question:** Did God intend Jesus to be crucified? **Religion:** Christianity	**RE: Theme:** P4C Christmas **Key Question:** How significant is it that Mary was Jesus' mother? **Religion:** Christianity	**RE: Theme:** P4C Beliefs and Meaning **Key Question:** Is anything ever eternal? **Religion:** Christianity
	Living things and their habitats (Y5) Forest Schools Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • e process of reproduction in some plants and animals. **Living things and their habitats (Y6)** Forest Schools Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.	**Animals including humans (Y5)** Forest Schools Pupils should be taught to: • describe the changes as humans develop to old age. **Animals including humans (Y6)** Forest Schools Pupils should be taught to: • 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.	**Science: Electricity (Y6)** Pupils should be taught to: - Associate the brightness of a lampor the volme of a buzzer with the number and voltage of cells used in a circuit - - compare and give reasons for variation in how components function, including brighness of bulbs, loudness of buzzers and the on/off position of switches - Use and recognise symbols when representing a simple circuit in diagram	. **Science: Light (Y6)** Pupils should be taught to: - 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.	**Science: Evolution & Inheritance (Y6)** P4C Pupils should be taught to: - 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 your parents. - Identify how animals and plants are adapted to suit their environment in different ways and their adaptation may lead to evolution	**Science: Evolution & Inheritance (Y6)** Pupils should be taught to: - 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 your parents. - Identify how animals and plants are adapted to suit their environment in different ways and their adaptation may lead to evolution
	Computing: E-safety, Using the internet P4C NC10) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities	Computing: Databases and data Handling NC12) 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,	Computing: Text and graphics NC8) use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Computing: Digital Media NC12) 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,	Computing: Digital Media NC12) 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,	Computing: Algorithms and programming NC9) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

	they offer for communication and collaboration. NC11) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC13) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
	Art/DT:William Morris P4C Take one picture (national gallery people in action link) Silhouettes (light link) Picture frames Marbling Portrait/landscapes/still lifes Zeotropes and gears Fairgrounds Light and Shade http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6086529 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 About great artists, architects and designers in history. DT - NC 23 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Art/Dt:sculpture Xmas tree To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Art/ DT: cave paintings Forest Schools http://www.tes.co.uk/teaching-resource/Workshop-the-meaning-of-religion-Stone-Age-Art-6073697/ To create sketch books to record their observations and use them to review and revisit ideas 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 NC 23 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Art: Henri Rousseau paintng/collage http://www.tes.co.uk/teaching-resource/3-D-Rainforest-Henri-Rousseau-Art-Pictures-6173199/ To create sketch books to record their observations and use them to review and revisit ideas DT: NC 22 - understand and apply the principles of a healthy and varied diet	Art: river aire painting sketching To create sketch books to record their observations and use them to review and revisit ideas	DT: Forest Schools Use research and develop design criteria to inform the design of innovative functional products that are fit for purpose aimed at particular individuals of groups NC 24 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
	Music: Play and perform Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**Music:** Play and perform Create and compose Improvise and compose music for a range of purposes using the inter – related dimensions of music.	**Music:** Listen and rehearse sounds accurately Listen with attention to detail and recall sounds with increasing aural memory.	**Music:** Patterns: use and apply musical notation Use and understand staff and other musical notation.	**Music:** Listening to and appreciate a range of music P4C Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	**Music:** Music over time Forest Schools Develop an understanding of the history of music.
	PE - Teacher led – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination	PE - Teacher led – Dance NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE - Teacher led - Fitness: NC 3 - develop flexibility, strength, technique, control and balance	PE - Teacher led - Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE - Teacher led - Gymnastics NC 3 - develop flexibility, strength, technique, control and balance NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE - Teacher led – Football NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	PE – PE Coordinator PPA – Netball NC 1 - use running, jumping, throwing and catching in isolation and in combination	PE – PE Coordinator PPA – Dance NC 3 - develop flexibility, strength, technique, control and balance NC 4 - perform dances using a range of movement patterns NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE – PE Coordinator PPA – Boxercise NC 3 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	PE – PE Coordinator PPA – Handball NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE – PE Coordinator PPA – Netball NC 2 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	PE – PE Coordinator PPA – Athletics NC 1 - use running, jumping, throwing and catching in isolation and in combination NC 5 - take part in outdoor and adventurous activity challenges both individually and within a team NC 6 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	PSHCE: **Physical health and wellbeing:** Year 5: In the media - that messages given on food adverts can be misleading - about role models - about how the media can manipulate images and that these images may not reflect reality	PSHCE: **Careers, financial capability and economic wellbeing:** Year 5: Borrowing and earning money Pupils learn: - that money can be borrowed but there are risks associated with this - about enterprise	PSHCE: **Identity, society and equality:** Year 5: Stereotypes, discrimination and prejudice (including tackling homophobia) - about stereotyping, including gender stereotyping - workshop from Diversity Role Models or Equaliteach	PSHCE: **Mental health and emotional wellbeing:** Year 5: Dealing with feelings - about a wide range of emotions and feelings and how these are experienced in the body - about times of change and how this can make people feel - about the feelings associated with loss, grief	PSHCE: **Drug, alcohol and tobacco education:** Year 5 - Different influences - about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis - about different influences on drug use – alcohol, tobacco and nicotine products	PSHCE: **Keeping safe and managing risk:** Year 5 - When things go wrong - about keeping safe online - that violence within relationships is not acceptable - about problems that can occur when someone goes missing from home

	Cross curricular links Computing – E-safety programs (Mind mate lesson: Feeling good and being me: Self belief) Discrete lesson taught P4C **Sex and relationship education:** Year 6: Healthy relationships - about the changes that occur during puberty - to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Additional lessons: - some myths and misconceptions about HIV, who it affects and how it is transmitted. - about how the risk of HIV can be reduced. - that contraception can be used to stop a baby from being conceived. **Cross curricular links** Discrete lesson (Mind mate lesson: Feeling good and being me: Self integrity) Discrete lesson taught P4C	- what influences people's decisions about careers **Cross curricular links** Maths – Nu mber/money – reasoning/problem solving History – Greek commerce and its impact (Mind mate lesson: Friends and family: Unhealthy friendships and relationships) Discrete lesson taught P4C **Sex and relationship education:** Year 6: How a baby is made - about human reproduction in the context of the human lifecycle - how a baby is made and grows (conception and pregnancy) - about roles and responsibilities of carers and parents - to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Additional lessons: - some myths and misconceptions about HIV, who it affects and how it is transmitted - about how the risk of HIV can be reduced - that contraception can be used to stop a baby from being conceived **Cross curricular links** Discrete lesson (Mind mate lesson: Friends and family: Celebrating friendship) Discrete lesson taught P4C	- about prejudice and discrimination and how this can make people feel **Cross curricular links** History – WW2 – holocaust (Mind mate lesson: Life changes: Aspirations to manage change positively) Discrete lesson taught P4C Year 6: Human rights - about people who have moved to Islington from other places, (including the experience of refugees) - about human rights and the UN Convention on the Rights of the Child - about homelessness **Cross curricular links** History – WW2 – holocaust (Mind mate lesson: Life changes: Moving on) Discrete lesson taught P4C	and bereavement **Cross curricular links** History – WW2 – Day in the life of someone on the frontlines Geography – How conditions and environment impacted feelings (Mind mate lesson: Strong emotions: Strong emotions and mental health) Discrete lesson taught P4C Year 6: Healthy minds - what mental health is - about what can affect mental health and some ways of dealing with this - about some everyday ways to look after mental health - about the stigma and discrimination that can surround mental health **Cross curricular links** History – WW2 – Day in the life of someone on the frontlines Geography – How conditions and environment impacted mental health (Mind mate lesson: Strong emotions: happiness) Discrete lesson taught P4C	- strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol **Cross curricular links** Computing – Create a presentation Science – Impact on space travel. (Mind mate lesson: Being the same being different: Stigma) Discrete lesson taught P4C Year 6 - Weighing up risk - about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs - about assessing the level of risk in different situations involving drug use - about ways to manage risk in situations involving drug use **Cross curricular links** Computing – Create a presentation (Mind mate lesson: Body image and social media) Discrete lesson taught P4C	**Cross curricular links** English – Narrative – a space odyssey (Mind mate lesson: Solving problems and making it better: talking it through restorative justice) Discrete lesson taught P4C Year 6 - Keeping safe - out and about - about feelings of being out and about in the local area with increasing independence - about recognising and responding to peer pressure - about the consequences of anti-social behaviour (including gangs and gang related behaviour) FGM Pupils learn: - about the importance for girls to be protected against FGM **Cross curricular links** Discrete lesson (Mind mate lesson: Solving problems and making it better: winning what does it take?) Discrete lesson taught P4C