

Long Term Scheme of Learning

Upper Key Stage 2 Year 6

2024-25



At Barley Fields Primary School, our Curriculum Promise is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

Our curriculum is built on three pillars of intent and has the National Curriculum objectives at its foundation.



We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary.

Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

English – Writing Composition

Autumn 1

Place Value of Punctuation and Grammar

- Nouns (common, proper, collective abstract)
- Verbs (auxiliary, action irregular)
- Subject/verb agreement
- Building sentences (independent clauses, co-ordinating clauses, compound)



Poetry

The Witches
In Flanders Fields

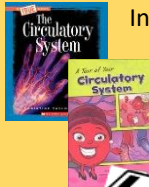
MacBeth On Trial



Discussion text
Court room speech

The Circulatory System

Information text
Leaflet
Report
Diary
Explanation



Ghost Stories

Descriptions
- Ghost Stories
- Narrative
- Newspaper



Choice unit

Autumn 2

Battle Cry

Persuasive speech



Poetry

The Witches
In Flanders Fields

MacBeth On Trial



Discussion text
Court room speech

Edgar



Letter of complaint
Letter of apology
Discussion- Is Christmas Too Commercial?



Spring 1

Monster Hunter's Guide



Non chronological report
Montser Hunter's Guide



Amazing Animals

Information text: leaflets, reports, guides.
Website



Holes

Narrative



Choice unit

Spring 2

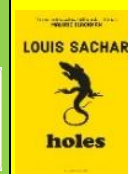
Holes



Advert Tour Guide



Holes



Incident reports
Choice: letter, courtroom speech, newspaper, discussion.



Summer 1

Summer 2

Final Year

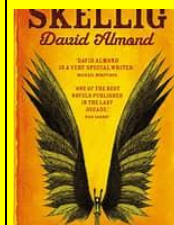


Poetry
School report















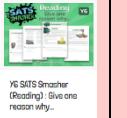





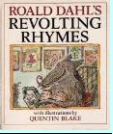
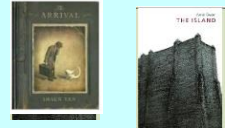
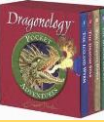
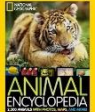

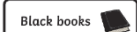






Letters

Skellig



Description
Dialogue
Narrative

English - Reading

 Reciprocal reading and whole class comprehension	 Reciprocal reading and whole class comprehension	 Reciprocal reading and whole class comprehension	 SATS Smasher	 SATS Smasher	 Reading for pleasure
 Initial benchmark	 D – Y5 E – Y6 F – Y7	 Midterm benchmark	 D – Y5 E – Y6 F – Y7	 End of year benchmark	
Whole Class Comprehension Non-Fiction Group read: The circulatory system and the heart Independent read: The digestive system Poetry Group read: A Gunner’s Day Independent read: The Little Smuggler Fiction Group read: One Scary Night In Whitby / Whitby Abbey Independent read: Anna and The Doll Shop/ In The Shadows	Whole Class Comprehension Non-Fiction _Group read: Gothic Fiction Independent read: The Maya Poetry Group read: Diwali Dreams Independent read: Bonfire Night Fiction Group read: A Christmas Carol Independent read: Bob Cratchit’s House	Whole Class Comprehension Non-Fiction Group read: Narwhals Independent read: Polar Bears Non-Fiction Group read: Cyberbullying Independent read: Medusa Poetry Group read: The Listeners Independent read: The Scarecrow	Whole Class Comprehension Find and copy a group of words What/Why/How/Which/Who Who What does this word mean? Circle the correct option This means that... Number from 1-5 SATS papers 	Whole Class Comprehension Three things that you are told about... Give two reasons why Give two pieces of evidence Impression and evidence True or False Closest in meaning to Fact and Opinion Give evidence (3marks) 	
Class Readers 	Class Readers 	Class Readers 	Class Reader 	Class Reader 	Class Reader 
Enhanced Reading for pleasure  Ghost stories War fiction Horrible Science	Enhanced Reading for pleasure  - Mythical creatures - Shakespeare for kids - Beowulf	Enhanced Reading for pleasure  Texts about animals Louis Sachar texts Poetry David Almond	Enhanced Reading for pleasure Bejamin Zephaniah David Almond Michael Rosen Roald Dahl’s Revolting Rhymes	Enhanced Reading for pleasure Poetry	Enhanced Reading for pleasure Picture books- The Island The Arrival
Independent Reading level expectation  	Independent Reading level expectation  	Independent Reading level expectation 	Independent Reading level expectation 	Independent Reading level expectation 	Independent Reading level expectation 

Mathematics



Number: Place Value

Read and write numbers to 1million including decimals to 3dp.

Compare and order numbers
Rounding
Counting and sequences
Negative numbers

Number: Addition and Subtraction

Mental addition and subtraction
Written methods for addition and subtraction

Number: Multiplication and Division

Multiples
Factors
Primes
Square numbers
X 10, 100, 1000
Divide by 10,100,1000
Mental multiplication
Mental Multiplication
Mental division
Written methods

Number: Decimals

Adding decimals
Subtracting decimals
Multiplying decimals
Division with decimals

Number: Problems

Multi Step problems

Number: Fractions 1

Equivalent fractions
Simplifying fractions
Mixed numbers
Fractions of an amount
Adding fractions
Adding mixed numbers
Subtracting fractions
Subtracting mixed numbers

Measurement: Converting Units

Metric units
Converting metric units
Calculate with metric units
Miles and kilometres
Imperial measures
Time

Number: Fractions B

Multiply a fraction
Multiplying fractions
Dividing a fraction
Fractions, Decimals and percentages
Percentages of an amount
Ordering fractions, decimals and percentages

Ratio

Add or multiply?
Using ratio language
The ratio symbol
Ratio and fractions
Scale drawings
Scale factors
Similar shapes
Ratio problems
Recipes

Statistics : Algebra

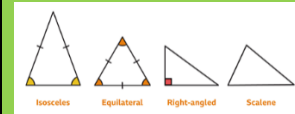
Function machines
Form expressions
Substitution
Formulae
Equations
Problems

Measures: Area, Perimeter and Volume

2D shapes
Symmetry
3D shapes
Perimeter
Area
Area of rectangles/parallelograms
Area of triangles
Area of compound shapes
Volume: counting cubes
Volume of cuboids

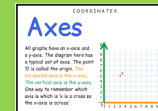
Statistics

Tables and charts
Line graphs
Pie charts
The mean



Geometry: Angles

Classify angles
Measure angles
Calculate angles
Vertically opposite angles
Angles in a triangle
Angles in a quadrilateral
Angles in polygons
Circles
Drawing shapes
Nets



Geometry – position and direction

1. The first quadrant
2. Read and plot points in four quadrants
3. Solve problems with coordinates
4. Translations
5. Reflections

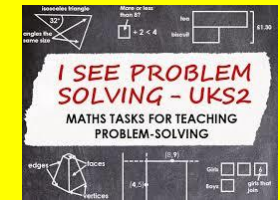
Problem Solving

Year 6 SATs

SATS Revision and Statutory Testing



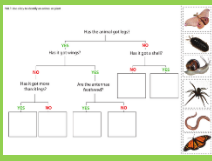
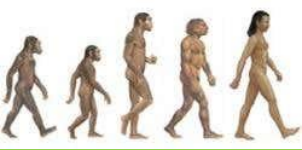




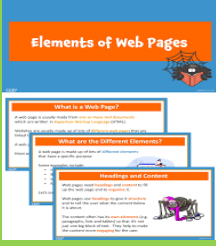


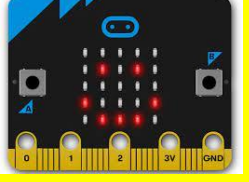


Themed Projects and Problem Solving









Year 6 Enterprise






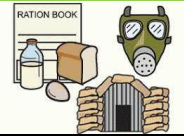
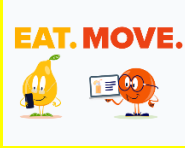

Science	<p style="text-align: center;">Animals including Humans Heathy Bodies</p> 	<p style="text-align: center;">Electricity Changing Circuits</p> 	<p style="text-align: center;">Living Things and Their Habitats</p>  <p style="text-align: center;">Classifying Organisms</p>	 <p style="text-align: center;">Evolution and Inheritance</p>	<p style="text-align: center;">Light and Sound</p>  <p style="text-align: center;">Seeing Light</p>	<p style="text-align: center;">Scientists and Inventors</p> 
	<ol style="list-style-type: none"> 1. What is the circulatory system – heart, lungs and blood vessels 2. What is the function of the human heart? 3. How does blood move around the body? 4. How are muscles and the skeleton linked? 5. Science Investigation – Is there a link between heart beat and exercise? 6. How do drugs affect the human body? 	<ol style="list-style-type: none"> 1. How can we change circuits to make different things happen? 2. How can we record our circuits using conventional symbols? 3. Science Investigation – Circuits 	<ol style="list-style-type: none"> 1. Why do we classify living things? 2. How can we distinguish between organisms that have similar characteristics? 3. How do we classify organisms? 4. How do we classify living things? The Linnaean System 5. What is a micro-organism? 6. Investigation – What is Yeast? 	<ol style="list-style-type: none"> 1. What is inheritance? 2. What is adaptation? 3. What is evolution? What are the theories of Evolution 4. Which Scientists helped us to understand evolution? 5. Evolution in Practice – how have living things change over time? 6. How have humans evolved over time? 7. How have humans affected the Evolution of other living things? 	<ol style="list-style-type: none"> 1. What is light and how does it travel? How are shadows formed? 2. Investigation – How can we change Shadows? 3. How does the eye allow us to see things? 4. How do we see objects? 5. What is reflection? 6. Spectacular Spectrum – Are there colours in white light? 	<ol style="list-style-type: none"> 1. Pioneering Science: The Human Heart – Who was Dr Daniel Hale Williams? 2. Who was Rosalind Franklin and what did she discover?? 3. Science in Action 4. Meet 2 doctors – What is a vaccine?
Computing	<p style="text-align: center;">Computer Science Computing Systems and Networks Communication and Collaboration</p> 	<p style="text-align: center;">Information Technology Creating Media 3D Modelling</p> 	<p style="text-align: center;">Information Technology Creating Media Web Page Creation</p> 	<p style="text-align: center;">Information Technology Data and Information Introduction to Spreadsheets</p> 	<p style="text-align: center;">Computer Science Programming Variables In Games</p> 	<p style="text-align: center;">Computer Science Programming Sensing</p> 







	<p>What is an internet address? How is data sent? How do computer systems work together? How do computer systems share information? How do we communicate using a computer? How can we communicate responsibly?</p>	<ol style="list-style-type: none"> 1. What is 3D Modelling? 2. How can I manipulate a 3D model? 3. Can I duplicate, resize and reorient 3D shapes? 4. Can I create a 3D model for a given purpose? Can I plan a 3D model? 5. Can I create a 3D model? 	<ol style="list-style-type: none"> 1. What makes a good website? 2. How would you lay out your web page? 3. Copyright or copyWRONG? 4. Can I review how my website looks? 5. What is a navigation path? 6. What is linked content? Why do I need to be careful with this? 	<ol style="list-style-type: none"> 1. What is a Spreadsheet? 2. How can I create a spreadsheet? 3. What's the formula? 4. How can I calculate and duplicate? 5. Can I plan an event using Excel? 6. How can I present data using Excel? 	<ol style="list-style-type: none"> 1. What is a variable? 2. What are variables in programming? 3. How can I improve a game? 4. Can I design a game? 5. Can I code my design into a game? 6. How can I improve and share my work? 	<ol style="list-style-type: none"> 1. What is a micro:bit? 2. Go with the flow. 3. How do I sense inputs? 4. How do I plan a program? 5. Can I design a step counter program? 6. Can I make a step counter program?
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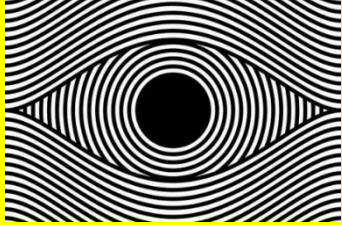
History	 <p style="text-align: center;">The Second World War The Battle of Britain</p>	 <p style="text-align: center;">Local Study – Our Local Area During the Second World War</p>	 <p style="text-align: center;">Crime and Punishment through the Ages</p>
	<ol style="list-style-type: none"> 1. What do historical sources tell us about the past? 2. Why did Britain go to war with Nazi Germany? 3. When and where did the Battle of Britain take place? 4. Why was the Battle of Britain a significant turning point in British history? 5. Who were 'The Few' and why do we owe them so much? 6. Which aircraft fought in the Battle of Britain? 	<ol style="list-style-type: none"> 1. What can local street names and local landmarks tell us about our area during the Second World War? 2. How was our local area significant during the Second World War? 3. What can we discover about Thornaby Aerodrome? 4. How can we use historical evidence to build a picture of the past? 5. What do we know about the last flight of Lockheed Hudson NR-E? 	<ol style="list-style-type: none"> 1. What is Crime? What is the British legal system?. 2. What are historical time periods? 3. What did crime and punishment look like in the Roman era? 4. How were punishments different in the Anglo-Saxon and Viking period? 5. How were crime and punishments implemented in the Medieval and Tudor periods? 6. Why did so much change happen in crime and punishment in the 19th century? 7. Do today's punishments fit the crimes committed?




Geography	 <p style="text-align: center;">Mountain Environments</p>	 <p style="text-align: center;">United States of America</p>	 <p style="text-align: center;">Global Traders</p>
	<ol style="list-style-type: none"> 1. What are the key features of mountains? 2. Where are the world's major mountain ranges located? 3. How can I locate famous mountains using longitude and latitude? 4. How are fold mountains formed? 5. What is a mountain's climate? 6. Where are the UK's highest peaks? 	<ol style="list-style-type: none"> 1. What are the key human and physical features of the USA? 2. How was the Grand Canyon formed? 3. Where are all the people? 4. What is the impact of floods and droughts in the USA? 5. What are the factors that affect farming in the USA? 6. How has the development of New York changed through time? 	<ol style="list-style-type: none"> 1. How did trade get global? 2. Where do the food products we buy come from? 3. What does the journey of goods look like from source to sale? 4. What does the UK export and to where? 5. What is Fairtrade?

Physical Education	<p>Games Invasion Games Tag Rugby PPA</p>  <ol style="list-style-type: none"> 1. 2. 	<p>Dance and Movement Enrichment Sam J</p> 	<p>Games Invasion - Hockey PPA</p>  <ol style="list-style-type: none"> 1. Refine dribbling 2. Recap and refine dribbling and passing creating attacking opportunities 3. Develop defending: Blocking and tackling 4. Refine shooting 5. Refine defending skills, developing transition from defence to attack 6. Level 1 tournament 	<p>Gymnastics Matching and Mirroring PPA</p> 	<p>Athletics - Outdoor Athletics PPA Sports Day</p>  <ol style="list-style-type: none"> 1. Level 1: Running for speed competition 2. Level 1: Throwing competition 3. Level 1: Jumping competition 4. Consolidating Hurdles 5. Competitive Sports Day 	<p>Games : Striking and Fielding- Cricket</p> 
	<p>Athletics Running: Cross Country</p>  <ol style="list-style-type: none"> 1. Explore running for speed 	<p>Games Invasion - Netball PPA</p> 	<p>Health Related Exercise</p> <ol style="list-style-type: none"> 1. Initial Fitness Assessment 2. Cardio Fitness 1 3. Flexibility 4. Strength 5. Cardio Fitness 2 6. Fitness Assessment 	<p>Games Invasion - Dodgeball</p>  <ol style="list-style-type: none"> 1. 2. 	<p>Games - Striking and Fielding Rounders</p>  <ol style="list-style-type: none"> 1. 	<p>Outdoor Adventurous Activities Problem Solving, Communication and Tactics</p>  <ol style="list-style-type: none"> 1.









MFL	<ol style="list-style-type: none"> 2. Develop running for speed 3. Explore running for distance 4. Understand and apply tactics when running for distance 5. Cross Country Competition 	<ol style="list-style-type: none"> 1. Apply passing, footwork and shooting into mini games, introduce officiating 2. Introduce defending 3. Introduction to Stinger Netball, consolidating learning 4. Explore the function of other passing styles 5. Level 1 tournament 			<ol style="list-style-type: none"> 2. 	Teacher Led <ol style="list-style-type: none"> 1. 2. 3.
	<p style="text-align: center;"><u>At School</u> <u>(A L'école)</u></p> 	<p style="text-align: center;">Le Weekend – The Weekend</p> 	<p style="text-align: center;">Me in the World - (<i>Moi dans la Monde</i>)</p> 	<p style="text-align: center;">WW2 (La Seconde Guerre Mondiale) Progressive Language Unit</p> 	<p style="text-align: center;"><u>Manger et Bouger (Eat and Move)</u></p> 	 <p style="text-align: center;">French Culture</p>
	<ol style="list-style-type: none"> 1. Which subjects do you study at school? 2. Which subjects do you like and dislike in school? 3. What is the time? 4. What time do you study each subject? 5. What have you learnt in the unit A L'école? 6. End of Unit Assessment 	<ul style="list-style-type: none"> - Can you tell the quarterly times on a clock? - Which activities do you like to do at the weekend? - What do you do at the weekend and when? - What are your opinions of your weekend activities? - What have you learnt in the unit, Le Weekend? 	<ul style="list-style-type: none"> - What are the other French-speaking countries around the world? - What are the key celebrations and festivals in French-speaking countries? - What do you know about religious celebrations in French-speaking countries? - What are the similarities and differences between Paris and Port-au-Prince? - What could you do to be a more responsible global citizen? - What have you learnt in the unit <i>Moi dans la Monde</i>? 	<ul style="list-style-type: none"> - Can you decode unknown language in longer pieces of French text? - Which countries are associated with WWII and what is the language spoken in each? - What was Ralph's experience of WWII? - What was Vera's experience of WWII? - What was Daisy's experience of WWII - What have you learnt in the unit, <i>La Seconde Guerre Mondiale</i>? 	<ol style="list-style-type: none"> 1. Can you name ten healthy food and drink items? 2. Can you name ten unhealthy food and drink items? 3. Can you name the healthy and unhealthy food and drink items? 4. Can you say key phrases for activities you do to keep fit? 5. What have you learnt in the unit, <i>L'ancienne histoire de la Grande Bretagne</i>? 	<ol style="list-style-type: none"> 1. How is Le Carnaval celebrated in France? 2. How is La Galette Des Rois celebrated in France? 3. How is Le Poisson d'Avril celebrated in France? 4. How is Le Bleu et de France celebrated? 5. Can you write a letter to a pen pal in France?

Music	 <p>Happy</p>	 <p>Christmas Performance</p>	 <p>Classroom Jazz</p>	<p>You've got a Friend</p> 	<p>Music and Me</p> 	<p>Reflect, Rewind and Replay</p> 
	<ol style="list-style-type: none"> 1. Have you heard the song 'Happy' By Pharrell Williams? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'When You're Smiling' sung by Frank Sinatra? Consolidation of composition of musical sections. 6. Do you know the song 'Love Will Save The Day' sung by Brendan Reilly? Consolidation of composition of musical sections and performance. 	<ul style="list-style-type: none"> - What is a production? How will this production look different from your end of year production in Year 3? - How do we communicate thoughts and feelings of a character or songs? - What do you do if you lose your part? - How can we make sure that the audience can hear and understand us? - Look at your performance. What went well? What would you change? How could you improve it? - Are you ready to perform? 	<ul style="list-style-type: none"> - Have you heard 'Bacharach Anorak' by Ian Gray? - Can you play alongside the song? - Can you improvise alongside the song? - Have you heard 'Meet The Blues' by Ian Gray? Can you compose with the song? - Do you know 'Back o' town blues' by Earl 'Fatha' Hines? Consolidation of composition of musical sections. - Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform your piece? 	<ul style="list-style-type: none"> - Have you heard the song 'You've Got a Friend' by Carole King? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - Do you know the song 'Will You Still Love Me Tomorrow' by The Shirelles? Consolidation of composition of musical sections. - Do you know the song 'You Make Me Feel Like A Natural Woman?' Consolidation of composition of musical sections. 	<ul style="list-style-type: none"> - Can you create a piece of music that explores your identity? - Do you remember who Anna Meredith is? - Do you remember who Shiva Feshareki is? - Do you remember who Eska is? - Do you remember who Afrodeutsche is? - Can you perform your composition? Can you reflect on your learning? 	<ul style="list-style-type: none"> - What is a production? How will this production look different from your end of year production in Year 5? - How do we communicate thoughts and feelings of a character or songs? - What do you do if you lose your part? - How can we make sure that the audience can hear and understand us? - Look at your performance. What went well? What would you change? How could you improve it? - Are you ready to perform?

Art & Design	<p>In Flanders Fields Painting and Textile</p> 	<p>Street Art Banksy – Artist Study</p> 	<p>Art Illusions / Bridgit Riley Drawing</p> 
	<ol style="list-style-type: none"> 1. What do the children already know about WW1 Art? 2. Who was Paul Nash? 3. Can I create art using a wet on wet water colour technique? 4. Can I create Art work in the style of Paul Nash? 5. How can I create textile art – felt pictures? 	<ol style="list-style-type: none"> 1. What do you already know about graffiti? What is street art? 2. How do graffiti artists create their lettering? 3. How can street art be used to improve a space? 4. Can street art have a message? 5. How are stencils made? 6. How can stencil design be enhanced? 	<ol style="list-style-type: none"> 1. What is an illusion? 2. What is perspective and how-to artists use this to trick our eyes? 3. What is a vanishing point and horizon line? 4. Who is the artist Bridget Riley? 5. What can be designed using optical illusion art?

Design Technology	 <p>Textiles Christmas Advent Calendar</p>	<p>Structures Bridges</p> 	<p>Food Great British Dishes</p> 
	<ol style="list-style-type: none"> 1. What are we learning in DT? 2. Investigating the market 3. How can I join textiles? 4. How and why do I use a template? 5. Can I design a decoration for a Christmas Advent Colander? 6. Can I make a decoration for a Christmas Advent calendar? 7. How did my decoration turn out? 	<ol style="list-style-type: none"> 1. What are we learning in DT? 2. What do I know about Bridges? 3. What is a Truss used for? 4. What is an Arch bridge? 5. What is a suspension bridge? 6. Can I design a bridge? 7. Can I make a bridge? 8. How did my bridge turn out? 	<ol style="list-style-type: none"> 1. What are national dishes? 2. Are some English sweet national dishes healthy? 3. What are Scotland's national dishes? 4. What are national dishes in Wales? 5. How have other countries and cultures influenced the British diet?

RE	<p>Beliefs and Practices What are Rites of Passage?</p> 	<p>Festivals/ Sacred Texts: What do the Gospel stories tell us about the birth of Jesus?</p> 	<p>Sacred Texts/ Founders and Leaders: What is the Bible's big story?</p> 	<p>Festivals/Beliefs and Practices: How far can the death of Jesus be seen as a victory?</p> 	<p>Beliefs and Practices Freedom and justice – which is the most important?</p> 	<p>Beliefs and Practices/ Places of Worship: How do people express religion and spirituality through the arts?</p> 
	<ol style="list-style-type: none"> 1. What is a Rite of Passage? 2. What rites of Passage welcome a new baby? 3. What rites of passage welcome children into adulthood? 4. How is the rite of passage known as marriage celebrated in different religions? 5. What are the final rites of passage in people's lives? 	<ol style="list-style-type: none"> 1. What happens in the Christmas Story? 2. Do accounts of the nativity vary in the Gospels? 3. What were the differences in accounts of the nativity in the Bible? 4. What does Art linked to the Gospel accounts tell us about the Nativity? 5. How can modern Art tell us about the Nativity? 	<ol style="list-style-type: none"> 1. What is the big story of the Bible? 2. What is the Judeo-Christian story of Creation? 3. What is sin? 4. What does the story of Moses and the Passover represent? 5. Why did Christians believe that Jesus was the Messiah? 6. What do Christians believe the Kingdom of God is like? 	<ol style="list-style-type: none"> 1. What is meant by Victory? 2. How is Jesus' death seen by Christians as a victory? 3. How can Christian beliefs be seen in Easter hymn lyrics? 4. What is meant by redemption? 5. What are the connections between Easter and Christmas beliefs? 	<ol style="list-style-type: none"> 1. What is Freedom? 2. Is life fair? 3. What is Justice? 4. How do our human rights link to Freedom and Justice? 5. Can individuals make a difference – what does it mean to protest? 6. Is Freedom or Justice more important? 	<ol style="list-style-type: none"> 1. What makes Art religious? 2. What meaning can be taken from Christian religious art? 3. What meaning can be taken from Islamic religious art? 4. How do Buddhists and Hindus express their religion through art? 5. How can I express my faith/worldview through art?

PSHE	<p>Health and Well Being - Think Positive</p> 	<p>Health and Well Being - Safety First</p> 	<p>Relationships - VIPs</p> 	<p>Relationships - Growing Up</p> 	<p>Living in the Wider World - Respecting Rights</p> 	<p>Living in the Wider World - One World</p> 
	<ol style="list-style-type: none"> 1. What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviour influence each other? 2. How do our emotions respond to certain events and how our feelings can change over time 3. What does it matter what we think of ourselves? 4. How can our thoughts and feelings help us have a positive attitude to learning and what strategies can we use to overcome difficulties and challenges? 	<ol style="list-style-type: none"> 1. What is a risk? 2. What does it mean to take responsibility for our own safety and how can we do this? 3. How can we decide if a situation is risky or dangerous and what can we do if we feel we are in a risky situation? 4. How do we know if there is an emergency and what should we do in an emergency? 5. Why do we need to keep our online profile private? 	<ol style="list-style-type: none"> 1. What does love mean and who are the people we love? 2. What are the consequences of behaving unkindly to the people around us and how can we calm down when we are feeling angry or upset with other people? 3. When might we feel under pressure to do something that we feel unsure about or don't want to do and what can we do when this happens? 4. What are some of the signs of an unhealthy or risky relationship and when might it be best to end a relationship and how can we do this? 	<ol style="list-style-type: none"> 1. How might our thoughts and feelings change during puberty and how can we deal with difficult feelings and moods? 2. Is there an ideal kind of body and what information can affect how we think and feel about ourselves and our bodies? 3. What are stereotypes? 4. Should gender stereotypes be challenged? 	<ol style="list-style-type: none"> 1. What are some of the ways that ideas about human rights have changed and how have those changes happened? 2. What do we need to do to respect the human rights of others and what are the consequences of not respecting these rights? 3. What are human rights activists and what do they do? 	<ol style="list-style-type: none"> 1. What does it mean to be a global citizen and how can we be responsible global citizens? 2. What is global warming and what can we do to help? 3. How does energy we use contribute to global warming and what can we do to help? 4. What is biodiversity and why is it important and what can we do to encourage biodiversity?
RSE	<p>Puberty and Human Reproduction</p> 				<p>Communication in Relationships Online Relationships</p> 	
	<ul style="list-style-type: none"> - Describe how the body changes during puberty - Describe why the body changes during puberty in preparation for reproduction - What are the main stages of human reproduction? 				<ul style="list-style-type: none"> - Explore the importance of communication and respect in relationships - Explain differences between healthy and unhealthy relationships - Know that communication and permission seeking are important - Explore positive and negative ways of communicating in a relationship - Consider when it is appropriate to share personal / private information in a relationship - Know how and where to get support if an online relationship goes wrong 	