

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me and my relationships <i>Includes feelings/emotions/conflict resolution/friendships</i>	Valuing Difference <i>Includes British Values focus</i>	Keeping Myself Safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my Best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and Changing <i>Includes RSE-related issues</i>
Key themes	<ul style="list-style-type: none"> • Feelings • Getting help • Classroom rules 	<ul style="list-style-type: none"> • Recognising, valuing and celebrating difference • Developing tolerance 	<ul style="list-style-type: none"> • How our feelings can keep us safe • Keeping healthy • Medicine safety • Good and bad touches 	<ul style="list-style-type: none"> • Looking after things • Personal hygiene 	<ul style="list-style-type: none"> • Growth Mindset • Keeping healthy 	<ul style="list-style-type: none"> • Getting help • Becoming independent • Body parts
Key Learning	<ul style="list-style-type: none"> • To name a variety of different feelings and explain how these might make me behave. • To think of different ways of dealing with 'not so good' feelings. • To know when to go for help and who to go to. • To know that we have rules and know why they are important. 	<ul style="list-style-type: none"> • To give examples of differences that are something to be valued and celebrated. • To explain why sometimes things seem unfair to other people. 	<ul style="list-style-type: none"> • To recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them. • To say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body). • To explain why medicines need to be kept out of reach and sight of children. • To know the difference between appropriate and inappropriate touch. • To understand that they have the right to say "no" to unwanted touch; • To start thinking about who can be trusted and who we can ask for help. 	<ul style="list-style-type: none"> • To know how I can look after myself and my environment - at school or at home. • To think about ways that we look after money. 	<ul style="list-style-type: none"> • To know what I can do if I find something difficult. • To know that certain foods are healthy and understand why it's important to eat at least five portions of vegetables/fruit a day. 	<ul style="list-style-type: none"> • To identify a range of adults that I can trust and ask for help. • To recognise that there are things that I can do now that I couldn't do last year and some things that I am still learning to do. • To know which body parts girls and boys have and know which are the same and which are different.

<p>National Curriculum Links</p>		<ul style="list-style-type: none"> British Values 	<ul style="list-style-type: none"> Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. Science Y2 Animals including humans (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. Science Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. 	<ul style="list-style-type: none"> Mathematics Y1 Measurement Recognise and use language relating to dates, including days of the week, weeks, months and years. Mathematics Y1 Measurement Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Geography KS1 Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Mathematics Y1 Measurement Recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. Science Y2 Animals including humans (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. 	<ul style="list-style-type: none"> Science Y1 Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Science Y1 Animals including humans (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Science Y2 Animals including humans Notice that animals, including humans, have offspring which grow into adults. Science Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Science Y2 Animals including humans (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. Science Y2 Animals including humans (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult..
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Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me and my relationships <i>Includes feelings/emotions/conflict resolution/friendships</i>	Valuing Difference <i>Includes British Values focus</i>	Keeping Myself Safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my Best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and Changing <i>Includes RSE-related issues</i>
Key themes	<ul style="list-style-type: none"> • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation 	<ul style="list-style-type: none"> • Being kind and helping others • Listening Skills 	<ul style="list-style-type: none"> • Safe and unsafe secrets • Appropriate touch • Medicine safety 	<ul style="list-style-type: none"> • Cooperation and self-regulation 	<ul style="list-style-type: none"> • Looking after my body • Growth Mindset 	<ul style="list-style-type: none"> • Life cycles • Dealing with loss • Being supportive
Key Learning	<ul style="list-style-type: none"> • To know ways that I can get help, if I am being bullied and what I can do if someone teases me. • To be able to suggest rules that will help to keep us happy and friendly and what will help me keep to these rules • To know what makes a good friend and also know how I can try to be a good friend. • To express feelings in a safe, controlled way. 	<ul style="list-style-type: none"> • To know how I could help myself if I was being left out. • To understand what good listening skills are and explain why listening skills help to understand a different point of view. 	<ul style="list-style-type: none"> • To be able to list examples of safe and unsafe secrets and think of safe people who can help if something feels wrong. • To be able to give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. • To understand what is helpful or harmful, and say some examples of how they can be used safely. 	<ul style="list-style-type: none"> • I can give examples of when I've used some of these ideas to help me when I am not settled. 	<ul style="list-style-type: none"> • I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. 	<ul style="list-style-type: none"> • I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. • I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). • I can give examples of how to give feedback to someone.

<p>National Curriculum Links</p>	<p>•</p>	<p>•</p>	<ul style="list-style-type: none"> • Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. • Science Y2 Animals including humans (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. 	<ul style="list-style-type: none"> • Geography KS1 Human and physical geography Use basic geographical vocabulary to refer to key physical and human features. • Geography KS1 Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. • Mathematics Y2 Measurement Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. 	<ul style="list-style-type: none"> • Science Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. • Science Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Science Y2 Living things and their habitats (Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. 	<ul style="list-style-type: none"> • Science Y2 Animals including humans (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult..
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Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me and my relationships <i>Includes feelings/emotions/conflict resolution/friendships</i>	Valuing Difference <i>Includes British Values focus</i>	Keeping Myself Safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my Best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and Changing <i>Includes RSE-related issues</i>
Key themes	<ul style="list-style-type: none"> • Cooperation • Friendship 	<ul style="list-style-type: none"> • Recognising and respecting diversity • Being respectful and tolerant 	<ul style="list-style-type: none"> • Managing risk • Drugs and their risks • Staying safe online 	<ul style="list-style-type: none"> • Skills we need to develop as we grow up • Helping and being helped 	<ul style="list-style-type: none"> • Keeping myself healthy • Celebrating and developing my skills 	<ul style="list-style-type: none"> • Relationships • Keeping safe
Key Learning	<ul style="list-style-type: none"> • To accept the views of others and understand that we don't always agree with each other. • To give ideas about what I do to be a good friend and explain how I make up with a friend if we've fallen out. 	<ul style="list-style-type: none"> • To give examples of different community groups and what is good about having different groups. • To talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. 	<ul style="list-style-type: none"> • To explain what I could do to make a situation less risky or not risky at all. • To explain why medicines can be helpful or harmful • To explain how and why it is important to keep my personal details safe online. • To explain why information I see online might not always be true. 	<ul style="list-style-type: none"> • To explain ways of checking whether something is a fact or just an opinion. • To explain how I can help the people who help me, and how I can do this. I can give an example of this. 	<ul style="list-style-type: none"> • To be able to give examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. • To explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. 	<ul style="list-style-type: none"> • To name things that make a positive relationship and some things that make a negative relationship. • To identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> English Y3 & 4 Writing - composition Draft and write by organising paragraphs around a theme. 		<ul style="list-style-type: none"> Computing KS2 Use technology safely, respectfully and responsibly. Computing KS2 Recognise acceptable/unacceptable behaviour. Science Y3 Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 	<ul style="list-style-type: none"> Science Y4 Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things. Science Y4 Living things and their habitats (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Mathematics Y3 Measurement Add and subtract amounts of money to give change. Using £ and p in practical contexts 	<ul style="list-style-type: none"> English Y3 & 4 Writing - composition Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Science Y3 Animals including humans (Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out. History KS2 Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. History KS2 Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Science Y3 Animals including humans (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. 	
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Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me and my relationships <i>Includes feelings/emotions/conflict resolution/friendships</i>	Valuing Difference <i>Includes British Values focus</i>	Keeping Myself Safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my Best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and Changing <i>Includes RSE-related issues</i>
Key themes	<ul style="list-style-type: none"> • Recognising feelings • Bullying • Assertive skills 	<ul style="list-style-type: none"> • Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes 	<ul style="list-style-type: none"> • Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences 	<ul style="list-style-type: none"> • Making a difference (different ways of helping others or the environment) • Decisions about spending money • Media Influence 	<ul style="list-style-type: none"> • Having choices and making decisions about my health • Taking care of my environment 	<ul style="list-style-type: none"> • Body changes during puberty • Managing difficult feelings • Relationships including marriage
Key Learning	<ul style="list-style-type: none"> • To be able to give examples of how I can tell a person is feeling worried just by their body language. • To explain what I could do if someone was upsetting me or if I was being bullied. • To explain what being 'assertive' means and give a few examples of ways of being assertive. 	<ul style="list-style-type: none"> • To explain ways that people are different, including religious or cultural differences. • To explain why it's important to challenge stereotypes that might be applied to me or others. 	<ul style="list-style-type: none"> • To give examples of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. • To give examples of positive and negative influences, including things that could influence me when I am making decisions. 	<ul style="list-style-type: none"> • To explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. • To give examples of these decisions and how they might relate to me. • To explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. 	<ul style="list-style-type: none"> • To be able to give a few examples of different things that I do already that help to me keep healthy. • To give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> • To be able to label some parts of the body that only boys have and only girls have. • To be able to list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). • To understand why people get married.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • Science Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • English Y3 & 4 Writing - composition Draft and write in non-narrative material by using simple organisational devices [for example, headings and sub-headings]. 		<ul style="list-style-type: none"> • Science Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	<ul style="list-style-type: none"> • English Y3 & 4 Writing - composition Draft and write by organising paragraphs around a theme. • English Y3 & 4 Writing - composition Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Mathematics Y4 Measurement Estimate, compare and calculate money in pounds and pence. 	<ul style="list-style-type: none"> • English Y3 & 4 Writing - composition Draft and write by organising paragraphs around a theme. • Science Y3 Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Science Y4 Living things and their habitats (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. 	<ul style="list-style-type: none"> • Science Y5 Animals including humans (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
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Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me and my relationships <i>Includes feelings/emotions/conflict resolution/friendships</i>	Valuing Difference <i>Includes British Values focus</i>	Keeping Myself Safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my Best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and Changing <i>Includes RSE-related issues</i>
Key themes	<ul style="list-style-type: none"> • Feelings • Friendship skills, including compromise • Assertive skills 	<ul style="list-style-type: none"> • Recognising and celebrating difference, including religions and cultural • Influence and pressure of social media 	<ul style="list-style-type: none"> • Managing risk, including staying safe online • Norms around use of legal drugs (tobacco, alcohol) 	<ul style="list-style-type: none"> • Rights and responsibilities • Rights and responsibilities relating to my health • Decisions about lending, borrowing and spending 	<ul style="list-style-type: none"> • Growing independence and taking responsibility • Media awareness and safety 	<ul style="list-style-type: none"> • Managing difficult feelings • Managing change Getting help
Key Learning	<ul style="list-style-type: none"> • To be able to give a range of examples of our emotional needs and explain why they are important. • To understand why these qualities are important. • To be able to provide examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. 	<ul style="list-style-type: none"> • To be able to give examples of different faiths and cultures and positive things about having these differences. • To be able to explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. 	<ul style="list-style-type: none"> • To be able to examples of things that might influence a person to take risks online. I can explain that I have a choice. • To know the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this. 	<ul style="list-style-type: none"> • To be able to give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. • To be able to give a few different examples of things that I am responsible for to keep myself healthy. • To be able to explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for. 	<ul style="list-style-type: none"> • To be able to give an example of when I have had increased independence and how that has also helped me to show responsibility. • To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. 	<ul style="list-style-type: none"> • To explain what resilience is and how it can be developed. • To list ways that I can prepare for changes (e.g. to get the facts, talk to someone). • To be able to identify when I need help and can identify trusted adults in my life who can help me.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • English Y5 & 6 Writing - composition Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. • English Y5 & 6 Writing - composition Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • English Y5 & 6 Writing - transcription Use dictionaries to check the spelling and meaning of words. • English Y5 & 6 Writing - transcription Use a Thesaurus. • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. 		<ul style="list-style-type: none"> • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. • Computing KS2 Identify a range of ways to report concerns about content and contact. • Science Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Science Y6 Animals including humans (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Science Y6 Animals including humans (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 		<ul style="list-style-type: none"> • Science Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Science Y6 Animals including humans (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Science Y6 Animals including humans (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<p>English Y5 & 6 Writing - composition Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Science Y5 Animals including humans (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <ul style="list-style-type: none"> • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. • Computing KS2 Identify a range of ways to report concerns about content and contact. • History KS2 Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • History KS2 Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
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Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me and my relationships <i>Includes feelings/emotions/conflict resolution/friendships</i>	Valuing Difference <i>Includes British Values focus</i>	Keeping Myself Safe <i>Includes aspects of Relationships Education</i>	Rights and responsibilities <i>Includes money/living in the wider world/environment</i>	Being my Best <i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i>	Growing and Changing <i>Includes RSE-related issues</i>
Key themes	<ul style="list-style-type: none"> Assertiveness Cooperation Safe/unsafe touches 	<ul style="list-style-type: none"> Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour 	<ul style="list-style-type: none"> Emotional needs Staying safe online Drugs: norms and risks (including the law) 	<ul style="list-style-type: none"> Understanding media bias, including social media Caring: communities and the environment Earning and saving money 	<ul style="list-style-type: none"> Aspirations and goal setting Managing risk 	<ul style="list-style-type: none"> Keeping safe Body Image Self esteem
Key Learning	<ul style="list-style-type: none"> To show an understanding of bystander behaviour by giving examples of what bystanders do when someone is being bullied. To be able to give examples of negotiation and compromise. To be able to explain what inappropriate touch is and give example. 	<ul style="list-style-type: none"> To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. 	<ul style="list-style-type: none"> To explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. To explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). 	<ul style="list-style-type: none"> To explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. To explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. To explain the advantages and disadvantages of different ways of saving money. 	<ul style="list-style-type: none"> To know how I can overcome problems and challenges on the way to achieving my goals. To be able to give examples of an emotional risk and a physical risk. 	<ul style="list-style-type: none"> To be able to give an example of a secret that should be shared with a trusted adult. To be able to explain some emotional changes associated with 'puberty' and how people may feel when their bodies change. To be able to give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • English Y5 & 6 Writing - composition Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. • Computing KS2 Identify a range of ways to report concerns about content and contact. 		<ul style="list-style-type: none"> • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. • Computing KS2 Identify a range of ways to report concerns about content and contact. • English Y5 & 6 Writing - composition Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. • English Y5 & 6 Writing - composition Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Science Y6 Animals including humans (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Science Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Science Y6 Animals including humans (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<ul style="list-style-type: none"> • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. • Mathematics Y5 Measurement Solve problems involving money using decimal notation. • English Y5 & 6 Writing - composition Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • English Y5 & 6 Writing - transcription Use dictionaries to check the spelling and meaning of words. • English Y5 & 6 Writing - transcription Use a Thesaurus. 	<ul style="list-style-type: none"> • English Y5 & 6 Writing - composition Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. • English Y5 & 6 Writing - composition Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Art and Design KS2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Science Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Science Y6 Animals including humans (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Science Y6 Animals including humans (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<ul style="list-style-type: none"> • Computing KS2 Use technology safely, respectfully and responsibly. • Computing KS2 Recognise acceptable/unacceptable behaviour. • Science Y5 Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Science Y5 Animals including humans Describe the changes as humans develop from birth to old age. • Science Y6 Animals including humans (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. • Science Y6 Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Science Y6 Animals including humans (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
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