



Fell Dyke Community Primary School

Year 6 Curriculum Map 2018 - 2019

	AUTUMN 1 (7 weeks)	AUTUMN 2 (8 weeks)	SPRING 1 (5 weeks)	SPRING 2 (6 weeks)	Summer 2 (5 Weeks)	SUMMER 2 (7 weeks)
Theme ideas	Blitzed Britain	Maya Mysteries	It's All Greek to Me	Unlocking the Universe	Welcome to the Jungle	
Educational visits	Residential: Eden Camp / Go Ape / York city / York's Chocolate Story	Kirkley Hall – South American Animals	Durham University Workshop - Greeks Great North Museum Visit	Great North Museum Planetarium	Hit the Surf @ Sandhaven Durham Botanical Gardens	
Curriculum Experience	VE Day celebrations /Street party Bowes Museum (Summer Term) Box of Delight – WWII Visit from Dorothy Snowball: St Francis (RE)	Nissan Visit Maya 'drop down day': Children will be immersed in traditional customs of the civilisation including tasting traditional food, creating traditional costumes and taking part in 'Day of the Dead' celebrations.	SafetyWorks Box of Delight – Ancient Greeks.		Gaming Day (Life Centre?)	
Literacy Genre	Recounts – Writing to Inform Narrative: Historical Fiction – Goodnight Mr Tom (Michelle Magorian) (4 weeks) Non-Fiction: Recounts based on class trip to York (2 weeks)	Reports – Writing to entertain Non-Fiction: Reports - Mexico and Latin American Animals (3 weeks) Narrative: Myths and Legends (4 weeks) Poetry: Poet Study (Kipling)	Contemporary Fiction (Fantasy) – Writing to entertain Narrative: Adventure - Percy Jackson and the Olympians (Rick Riordan)(4 weeks) Non-Fiction: Discussion – Would you rather be a Spartan? (1 week)	Persuasion – Writing to inform Narrative: Sci-fi – George's Secret Key (Stephen Hawking) (4 weeks) Non-Fiction: Persuasion – Letters, adverts ect to persuade. Poetry: Performance	Legends – Writing to entertain Narrative: Jumanji Poetry: Poetry Form - Ballads	
Core Text	Class novel: (Historical) Friend or Foe Selection of short stories	Range of Mayan Folktales and Legends The Hero Twins	Class Novel: Percy Jackson and the Lightning Thief	Class Novel: George's Secret Key to the Universe	Class Novel/ Stimulus Jumanji	
Follow up genre in Creative Writing	Recount: WWII writing in role: soldier's diary, letters home, newspaper. Recount of residential.	Recount: Recreate Fredrick Catherwood's discovery of Mayan Civilisation ruins.	Narrative: Write Myths and Legends of Ancient Greece.	Recount: Write in role as a famous astronaut recounting a 'near disaster' in space. Reports: Write a report on Space.	Reports: Plants from the jungle.	

Maths	SEE WHITE ROSE LONGTERM PLAN				
Science	<p>Investigative skills</p> <p>Can we plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary?</p> <p>Can we identify scientific evidence that has been used to support or refute ideas or arguments?</p> <p>Can we take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary?</p> <p>Can we use test results to make predictions to set up further comparative and fair tests?</p> <p>Can we record data and results increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs?</p> <p>Can we report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in resulting oral and written forms such as displays and other presentations?</p>				
	<p>What factors affect the brightness of bulbs?</p> <p><u>Skills</u> Associate brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, include the brightness of bulbs, the loudness of buzzers and on/off position of switches - use recognised symbols when representing a simple circuit in a diagram.</p> <p>Links to DT – Design and make a buzzer game using circuits.</p>	<p>How can plants and animals be classified in a local habitat?</p> <p><u>Skills</u> Describe how living things are classified into groups according to observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Use a key to classify plants and animals within a local habitat</p> <p>Links to Whitby– what animals can we find on the coast line? What are their habitats? Field research as part of the visit.</p>	<p>Which factors can affect pulse rate? How does smoking affect the main organs of the body? How could we investigate the impact of sugary drinks on the human body?</p> <p><u>Skills</u> Identify and name the main parts of the human circulatory system, 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.</p> <p>Investigate fitness</p> <p>Article 24: our right to be healthy.</p>	<p>How does light travel? Which factors affect the size and position of the shadow of an object? How does changing one factor cause a shadow to change?</p> <p><u>Skills</u> Light appears to travel in straight lines Use 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</p> <p>Investigate light and how it travels.</p>	<p>How do plants and animals adapt to their habitat?</p> <p><u>Skills</u> Recognise that living things have changed over time, fossils provide info about living things that inhabited Earth millions of years ago Recognise living things produce offspring of the same kind, normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways, adaptation may lead to evolution.</p> <p>Link to South American animals used for reports in English. Kirkley Hall visit to be centred around adaptation and evolution of animals over time.</p>

Humanities	<p>History Skills</p> <p>Knowledge and understanding of events, people and changes in the past Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Chronological understanding Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Historical interpretation Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.</p>				
	<p>History Area Of Study: <u>WWII</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>The children will explore:</u></p> <ul style="list-style-type: none"> • <u>Life for civilians during war time and precautions – evacuation, black out, air raid shelters</u> • <u>Key events in British history from WWII including:</u> <ul style="list-style-type: none"> ○ <u>The Blitz</u> ○ <u>Evacuation of Dunkirk</u> ○ <u>Battle of Britain</u> 	<p>History Area Of Study: <u>Maya Civilization</u></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><u>The children will explore:</u></p> <ul style="list-style-type: none"> • <u>The start and end of Mayan settlements</u> • <u>The ancient customs of the Maya Civilisation – Gods and Goddesses, traditional food, dress, work and leisure</u> • <u>The advances that were made throughout the period in astronomy, maths, language, architecture and agriculture</u> 	<p>History Area Of Study: <u>Ancient Greece</u></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>History Area Of Study: <u>The Race to Space</u></p> <p><u>The children will explore the great race to space of the late 1950s between the USA and USSR including several near disasters.</u></p>	<p>Geography Skills</p> <p>Use a range of methods including sketch maps, plans and graphs and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Deepen an understanding of the interaction between physical and human processes. Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changes overtime. Understanding geographical similarities and differences and change through the study of human and physical geography of the UK. Understanding geographical similarities and differences through the study of human and physical geography of the UK. Use the eight points of a compass, four and six-grid references, symbols and key (including the use of OS maps) to build their</p>

	<p>Geography Skills Locate the World's countries using maps to focus on Europe (including the location of Russia) Describe and understand key aspects of human geography including: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. The children will locate the countries involved in WWII and the geographical implications that contributed to war.</p>	<p>Geography Skills 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. Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. The children will locate the Maya civilisation on ancient world maps and compare with the current day picture.</p>	<p>Geography Skills Use a range of methods including sketch maps, plans and graphs and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Deepen an understanding of the interaction between physical and human processes.</p>	<p>Geography Skills The children will complete a field study when in Whitby investigating the physical and human factors of the location.</p>	<p>knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
<p>Computing (See Computing LTP)</p>	<p>Online Safety Article 13: our right to information, as long as it is within the law. Article 16: our right to privacy.</p>	<p>Digital Literacy Maya</p>	<p>Computer Science</p>	<p>Digital Literacy Space</p>	<p>Digital Literacy</p>
<p>RE</p>	<p>Religion and the Environment That Christians believe in a God who created a good and beautiful world. The creation and flood stories as told in Genesis. That everyone has responsibility to look after the world. Some other creation stories and the ideas and concepts behind them. About the life of St Francis. To express their own ideas and values about the created world. Children will learn:</p> <ul style="list-style-type: none"> That Christians believe in a God who created a good and beautiful 	<p>Christmas Today To reflect on the significance of the message of the Christmas story through some Christmas texts for children. To discuss and give their own point of view of the reality of Christmas for many people in Britain today. To make a response to the values expressed in the Christmas story and the values of organizations that support others at Christmas. Children will learn:</p> <ul style="list-style-type: none"> To reflect on the significance of the message of the Christmas story through some Christmas texts for children. To discuss and give their own point of view of the reality of Christmas for many people in Britain today To make a response to the 	<p>Beliefs and Practises of Islam That Muslims believe 'there is no god but Allah and Muhammad is his messenger'. Some key points about Muhammad's life. The importance of the Qu'ran to Muslim believers. To identify some key beliefs through Islamic stories. What the 5 pillars are Something of the design and purpose of a mosque. Children will learn:</p> <ul style="list-style-type: none"> That Muslims believe 'there is no god but Allah and Muhammad is his messenger' Some key points about Muhammad's life The importance of the Qu'ran to Muslim believers To identify some key beliefs through Islamic stories What the 5 pillars are The design and purpose of 	<p>Easer – Darkness and Light The events surrounding the death and resurrection of Jesus. About the Christian belief in the resurrection of Jesus and a life with God after death. About the symbolism of light and dark connected with the Easter story. Children will learn:</p> <ul style="list-style-type: none"> The events surrounding the death and resurrection of Jesus About the Christian belief in the resurrection of Jesus and a 	<p>The Bible Why the Bible is important to Christians. That the Bible is made up of different types of writing and has a variety of authors. How Christians use the Bible as a source of inspiration. Some Bible stories and their significance to believers. Children will learn:</p> <ul style="list-style-type: none"> Why the Bible is important to Christians That the Bible is made up of different types of writing and has a variety of authors How Christians use the Bible as a source of inspiration Some Bible stories and their significance to believers

	<p>world</p> <ul style="list-style-type: none"> The creation and flood stories as told in Genesis That everyone has responsibility to look after the world Some other creation stories and the ideas and concepts behind them About the life of a local saint (Bede). To express their own ideas and values about the created world <p>Article 29: developing our respect for the environment.</p>	<p>values expressed in the Christmas story and the values of organizations that support others at Christmas</p> <p>Article 14: our right to think and believe what we want and to practise our religion</p>	<p>a mosque</p> <p>Article 14: our right to think and believe what we want and to practise our religion.</p>	<p>life with God after death</p> <ul style="list-style-type: none"> About the symbolism of light and dark connected with the Easter story 	
Art & Design	<p>Ongoing Skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Article 31: our right to take part in a wide range of artistic activities</p>				
<p>Drawing</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>□ Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>The children will experiment with different pencils and charcoal to create different effects and produce observational drawing of WWII artefacts.</p>	<p>Painting</p> <p>Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p> <p>The children will experiment with different paints to paint Maya landscapes in the style of Fredrick Catherwood and other explorers.</p>	<p>Sculpture</p> <p>Develop skills in using clay including. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p> <p>The children will use clay and plaster to create Greek pottery and sculptures of Gods/ heroes.</p>	<p>Collage/Textiles</p> <p>Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p> <p>The children will use recycled materials to make collages of space.</p>	<p>Printing</p> <p>Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p> <p>The children will experiment with a range of printing techniques to create banners promoting British Values for School Games Day.</p>	<p>Artist Study</p> <p>Local artist study– the children will paint self-portraits in the style of the artist which will then feature on end of year reports.</p>

Design & Technology	<p>On Going Skills</p> <p>Can I use a range of information to inform my design? Can I use market research to inform plans? Can I work within constraints? Can I follow and refine my plan if necessary? Can I justify my plan to someone else? Do I consider culture and society in my designs? Can I use exploded diagrams to show my designs? Can I use computer aided designs Can I use tools and materials precisely? Do I change the way I am working if needed? Can I think about the aesthetic qualities of my work? Can I think about the functionality of my work? Can I test and evaluate my final product? Can I say if my product is fit for purpose? Can I evaluate what would improve it? Can I evaluate if different resources would have improved my product? Can I say if I would need more or different information to make it even better? Can I practise my evaluation skills by evaluating existing products against criteria which I have set?</p>		
	<p><u>Technical Knowledge – Electrical Components</u></p> <p>Children will design and make a game using electrical components They will research other games on the market and make their own.</p>	<p><u>Technical Knowledge – Gears</u></p> <p>Children will design and make a contraption using gears and pulleys to solve a problem for the Maya</p>	<p><u>Technical Knowledge – Textiles</u></p> <p>Children will create banners and flags for the World Cup and design and make their own football strips.</p>
Music	<p>Performing</p> <p>I can sing a harmony part confidently and accurately I can perform parts from memory I can perform using notations I can take the lead in a performance I can take on a solo part I can provide a rhythmic support I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</p> <p>Composing (inc. Notation)</p> <p>I can use a variety of different musical devises in my compositions (incl melody, rhythms and chords) I recognise that different forms of notation serve different purposes I can use different forms of notations I can combine groups of beats I can explore and use sets of pitches e.g. 4 or 5 note scales I can show how I can use dynamics to provide contrast</p> <p>Appraising</p> <p>I can refine and improve my work I can evaluate how the venue, occasion and purpose affects the way a piece of music is created I can analyse features within different pieces of music I can compare and contrast the impact that different composers from different times will have had on the people of that time I can appraise the introductions, interludes and endings for songs and compositions that I have created</p> <p>Article 31: our right to take part in a wide range of artistic activities</p>		

	<p>World War II I know and understand the historical context in the music and lyrics of: Recruitment songs Moral boosting songs Songs describing what life was like – at home / in the army / abroad – such as “Evacuate” I know how the effect of technology developments of the war effort improved sound recordings of day</p>	<p>Central America Plus – Recorder – linked to theme I know and understand the historical context of the Aztecs & Mayans - ppt I can recognise the instruments and ‘mystical sounds of the instruments of the Mayans – particularly the clay pipes I can compose a recorder piece based upon my understanding of Mayan pipes. I know that one of the oldest children’s music of the period is the Mayan Xtoles I can compose a group percussion death dance</p>	<p>The Ancient Greeks I can identify ancient Greek instruments and sounds I understand the historical context and period in relation to music I can sing songs about the Greek myths and legends.</p>	<p>Discrete Music Unit: I can create a composition - Using ICT e.g. Garage Band I can understand and analyse the structure of modern pop songs by by modern Composers – e.g. David Bowie Understanding of a range of modern pop styles I can apply my understanding into my own composition I know how modern compositions use theme from classical composers</p>	<p>Fun to Be Fit Y6 Leavers Production</p>	
<p>Physical Education Article 24: our right to be healthy.</p>	<p>Games – Rugby Focus I can carry the ball in two hands. I can communicate with members of my team. I can control and pass a ball from hand to hand. I can accurately pass the ball whilst moving. I can pick up the ball from the floor whilst staying on my feet. I can perform evasion skills as an attacker with the ball in my hand. I can defend by marking moving players. I can follow simple game rules. I can develop an awareness of tactics. I can catch and pass under pressure. I can run to attack a space. I have tactical awareness of my role in defence. I can pick-up and place a ball on a target on the floor to score a goal.</p>	<p>Games - Netball Focus I can select and use a range of different passes when playing competitive games. I can move quickly into different positions to outwit my opponent and receive the ball. I can land steadily on two feet whilst receiving the ball. I can move to intercept the ball from an opponent. I can shoot accurately to score a goal.</p>	<p>Hockey I can select and use a range of different passes when playing competitive games. I can move quickly into different positions to outwit my opponent and receive the ball. I can land steadily on two feet whilst receiving the ball. I can move to intercept the ball from an opponent. I can shoot accurately to score a goal. I can hold a hockey stick appropriately. I can shoot at a target.</p>	<p>Gymnastics I can include at least 8-10 parts in my sequences. I can include mirroring and matching in my sequences. I can include counter-balance and counter-tension in my sequences. I can change speed and direction in my sequences. I can communicate effectively with my peers. I can accept advice and use it to improve my own work. I can I can combine my own work with that of others. I can link my sequences to specific timings.</p>	<p>Football I can select and use a range of different passes when playing competitive games. I can move quickly into different positions to outwit my opponent and receive the ball. I can land steadily on two feet whilst receiving the ball. I can move to intercept the ball from an opponent. I can shoot accurately to score a goal.</p>	<p>Athletics I can use a combination of jumps e.g. hop, skip, jump. I can adapt my jump for distance and height. I can throw different objects. I can combine a run and throw. I can use my skills in different situations.</p>

Modern Foreign Language	<p>By the end of Year 6 pupils should: Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices). Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour. Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.) Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese). Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.) Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective. Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.) Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are). Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages. Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.</p>					
	<p>Continuous Provision: Use of French in classroom instructions Use of French in greetings / praise throughout the school day Opportunities to ask and answer questions in French at transition times to recap on previous learning and encourage simple conversation. Comment t'appelles tu? Quel age a tu? Ça va? Opportunities to chant in French at transition times e.g. counting, days, months, alphabet, Songs and games in French – alphabet, allouette (body parts),</p>					
<p style="text-align: center;"><u>Ourselves</u></p> <p>Description of ourselves</p> <ul style="list-style-type: none"> • Appearance • Body parts • Likes and dislikes: hobbies and foods <p>Conjugation of verbs: Je porte, il porte, elle porte</p> <ul style="list-style-type: none"> • Clothes, colours <p>Developing sentences orally and in writing and understanding noun adjective order and relationship between article and noun.</p>		<p style="text-align: center;"><u>Out and about</u></p> <p>Questions, vocabulary and answers needed to visit familiar settings: Shops, markets, cafés, train stations, doctors</p> <p>Further consolidation of vocabulary: food, animals, body parts.</p> <p>Developing sentences orally and in writing and understanding noun adjective order and relationship between article and noun.</p>		<p style="text-align: center;"><u>Making Links</u></p> <p>Children to use their previous subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. Begin to decode meaning and gist from more complex passages linked to themes being studied or that have been studied this year.</p> <p>Use conjunctions to link sentences about familiar content to write more fluent and descriptive passages.</p>		
PSHE&C	<p><u>Relationships/ Living in the Wider World</u> <u>Rights and Respect/Valuing difference</u> (Link to anti-bullying, RRSA, tackling refugees, stereotypes – homophobia, British values – mutual respect and tolerance.)</p> <p>Pupils should be taught: About respect for self and others The importance of</p>		<p><u>Relationships Feelings and Emotions</u> (SEMH, emotional literacy, managing emotions)</p> <p>Pupils should be taught: How to recognise and respond to the range of emotions we experience Understand how</p>		<p><u>Health and Well Being Keeping Safe</u> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p> <p>Pupils should be taught: What is meant by a healthy</p>	
	<p><u>Health and Well Being Growing and Changing</u> Feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Pupils should be taught: How to talk about their bodies appropriately Positive and negative influences on health choices What do our minds and</p>		<p><u>Relationships Healthy Relationships</u> (Transition/Friendships/positive relationships/dealing with conflict/ relationships at home and school/</p> <p>Pupils should be taught: How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and</p>		<p><u>Living in the Wider World Money matters</u> (aspirations, goals, employment, enterprise, world of work, savings, debt etc)</p> <p>Pupils should be taught: About where money comes from, keeping it safe, and the importance of managing it effectively How money plays an important part in people's</p>	

<p>responsible behaviours and actions About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities To respect equality and to be a productive member of a diverse community</p> <p>Show Racism the Red Card Tue 3/10/17 Pm Y6 Workshops</p> <p>Article 12: our right to have our say and to be listened to Article 2: our rights apply to us all, no matter our race, religion, ability or where we come from.</p>	<p>feelings can effect thoughts and behaviour How to recognise emotions in others and empathise; How to respond appropriately to others; Describe or demonstrate ways of managing difficult or challenging feelings</p>	<p>lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe</p> <p>Children will learn about anti-social behaviour, drugs, legal highs and the role of the police and criminal justice.</p> <p>Article 36: our right to be protected from harm</p>	<p>bodies need in order to be healthy: Sleep, diet, relaxation Body image</p> <p>The School Nurse will also visit the children to lead a session about puberty.</p> <p>Article 24: our right to be healthy.</p>	<p>manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>The children will take part in a NSPCC workshop which will</p> <ul style="list-style-type: none"> provide children with an understanding of abuse in all its forms including bullying, and an ability to recognise the signs of abuse knowledge of how to protect themselves from all forms of abuse an awareness of how to get help and sources of help, including ChildLine. <p>Article 36: our right to be protected from harm</p>	<p>lives A basic understanding of enterprise</p> <p>The children will be visited by a bank clerk who will share the importance of budgeting and saving.</p> <p>Article 27: our right to have a good standard of living</p>
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