



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Old John Curriculum Map
Cycle A

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Bloodheart	Journey to Jo’Burg	Star Gazers	Go With the Flow	Darwin’s Delights	This is England
Synopsis	This theme will be based on the novel Pig Heart Boy by Malorie Blackman in which a young boy receives a pig heart transplant to keep him alive. In order to deepen their understanding of the text and the human body the pupils will explore the circulatory & respiratory system; they will conduct investigations into the effects of exercise on the body and apply their mathematical skills in collecting and presenting data; they will explore human form through their observations and apply art skills to create a sculpture based on their observations; they will design and cook a healthy meal explaining how they have made their choices and the impact of a healthy diet on their lifestyle. In discrete PSHE lessons they will develop an understanding of drugs and their impact and computing lessons will focus how they can stay safe on the internet. They will then present a health workshop to parents to encourage healthy lifestyles.	In this topic children will learn about the history of several social justice issues, such as slavery. Children will consider the journeys taken in the transatlantic slave trade and learn more about Johannesburg through their class text. Within art children will use the skill of drawing to show emotions and in music, music from Africa will be a central focus.	Stargazers allows the children to develop knowledge of the history of the solar system & relate this to scientific discoveries, building links with the space centre in Leicester through computing – using this safely. Children will explore the relationship between the Earth, sun and moon - describing their movement and developing a good understanding of day & night, relating this to time zones. They will present some of their findings using ICT, their art skills & sculpture techniques. Children will apply their knowledge of planets to learn how to describe the planets in French.	This theme is based on field work, exploring rivers and their features, including the water cycle. Children will identify rivers and the countries that they are in using maps and atlases, they will identify the river Lin & how this has changed over time making comparisons & reasoning using their understanding, as well as creating a 3D map to represent the area. They will explore the processes of a river and relate to scientific knowledge & understanding of the water cycle, as well as the factors that affect flooding through looking at climate change and the environment. They will present their river study (information collected when there: cross section, sketches, depth, erosion and temperature). Children will also observe & draw objects that can be found around the river and use these to inform their printing.	Darwin’s Delights will explore the scientific discoveries of Charles Darwin; how characteristics passed from one generation to the next and how species have adapted to suit their environments. They will explore the process of natural selection, and how our understanding of the process of evolution has developed over time thanks to the work of scientists and paleontologists. They will discover how our world has changed over time and the impact of extreme weather upon the earth. They will use paper engineering to re-tell the story of evolution and the work of Charles Darwin.	During this theme pupils will find out all about England, where places are located, how they are accessed, why people might choose to live there etc. They will learn about the Anglo-Saxons & how England first got its name. They will also learn about forces and how they impact on travel and they will plan a journey from one part of the country to another based on their knowledge of places, forces and geographical skills. They will be able to apply maths skills in calculating measures & time. Their computing skills will design a webpage for England and why it is a good place to visit.
Enrichment Opportunities	Heart dissection	Talk from Chris Lubbe	National Space Centre Visit to a Planetarium Astronomy evening	Fieldwork – Bradgate Park	Anthropologist Speaker	Visiting historian
Global Awareness	How has medicine developed over the last 10 years across the world?	Modern day slavery awareness	Discuss how many nationalities work on the National Space Station	Looking beyond global boundaries. How people adapt to different environments.	Key archaeology sites worldwide	
English	<i>For further details of the English Curriculum please see the English Long Term Overview.</i>					
Maths	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>					
	<i>Statistics</i>	<i>Time</i>	<i>Measures</i>	<i>Statistics</i> <i>Coordinates</i>	<i>Time</i>	<i>Measures</i> <i>Time</i>
Science	<u>Animals including humans</u> Pupils should be taught to:	<u>Electricity</u> Pupils should be taught to:	<u>Earth and space</u> Pupils should be taught to:	<u>Properties and changes of materials</u>	<u>Evolution and inheritance</u> Pupils should be taught to:	

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	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Identify and name the main parts of the human circulatory system.</p> <p>Explains the function of the heart, blood vessels and blood.</p>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> <p>Can decide how to turn ideas into a form that can be tested</p> <p>Associates the brightness of a lamp with the number and voltage of cells in the circuit.</p> <p>Uses test results to plan further comparative and fair tests.</p> <p>Can use conventional symbols to accurately draw and make a circuit.</p>	<p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Can recognise patterns in data and suggest explanations</p> <p>Knows how we get day and night and how the Earth spins.</p>	<p>Pupils should be taught to: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Understand the ways in which materials can change.</p> <p>Can describe what happens when a solid dissolves in a liquid.</p>	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Recognises that answering questions in science is about linking cause and effect.</p> <p>Recognises that living things have evolved over time.</p>
<p style="text-align: center;">History</p>		<p>Slavery and Social Justice through time</p> <p>To develop an understanding of the history of slavery.</p> <p>To look at other significant leaders within social justice e.g. Nelson Mandela.</p> <ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Can make links between the different ways in which the past is represented.</p>		<p>Local Study: The nine-day Queen. To complete a local history study on Lady Jane Grey.</p> <ul style="list-style-type: none"> ▪ A study of an aspect or theme in British history that extends pupil/s chronological knowledge beyond 1066. ▪ a local history study ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Can build appropriate answers using the correct historical terms when answering questions about the past.</p>	<p>The Anglo Saxons</p> <p>To understand that the Roman empire ended.</p> <p>To learn about key Anglo-Saxon invasions and settlements.</p> <p>We will find out about Anglo Saxon place names and village life.</p> <p>We will discuss the Christian conversion e.g. Lindisfarne</p> <ul style="list-style-type: none"> ▪ Britain’s settlement by Anglo-Saxons and Scots ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne

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						Can use dates and historical vocabulary appropriately when describing events from the past.
Geography		<p>The transatlantic slave trade</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>We will consider Space and Earth as our planet.</p> <p>Where is significant about our planet?</p> <ul style="list-style-type: none"> Consider the physical geography of Earth : including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquake and the water cycle <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Can describe and explain the reasons for the earth's climate linked to its physical geography.</p>	<p>We will explore the physical geography of Bradgate with a focus on rivers.</p> <p>How has Bradgate park been shaped over time?</p> <ul style="list-style-type: none"> Describe and understand key aspects of rivers and the water cycle Describe and understand land use, economic activity and distribution of natural resources including minerals and water Use fieldwork to observe measure and record physical features of rivers including use of sketch maps, plans, graphs and digital technology Use 8 points of a compass, 4 and 6 figure grid references, symbols and a key to build knowledge of the United Kingdom Understand geographical similarities and differences through the study of a region of the United Kingdom name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to 	<p>Galapagos Islands</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Anglo-Saxons:</p> <p>Locational knowledge</p> <p>To locate countries and capital cities children have visited.</p> <p>To identify key physical and human characteristics of some of the places visited by the children.</p> <p>August is the best time to visit Europe, discuss.</p> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Can locate, name and describe a city, including naming its features and facilities.</p> <p>Can compare cities and countries that I have visited.</p>

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				<p><i>locate countries and describe features studied</i></p> <p>Understand and explain key features of rivers and the water cycle.</p> <p>Use geographical equipment to record and measure during fieldwork.</p>	
Art	<p>Great Artists – Technical Drawings Artist study - Leonardo Davinci</p> <p>Drawing - use a range of drawing implements to create pattern and texture.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials taught about great artists, architects and designers in history <p>Can identify artists who have worked in a similar way to their own.</p>	<p>Emotion Through Art: Depictions of slaves based on learning within wider topic</p> <p>Line – make marks & lines with a range of drawing implements.</p> <p>Form & Shape - Experiment with different grades of pencil to draw different forms and shapes.</p> <p>Tone - Apply tone to a drawing in a simple way.</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Nebula Art Using watercolour paint wet on wet to mix colours to create the visual effects of a Nebula.</p> <p>Colour – use primary colours to make secondary colours. Mix tints and shades.</p> <p>Can mix and match colours to create atmosphere and light effects.</p>	<p>Nature:</p> <p>Painting/Drawing Close observational drawings of items in nature – making marks and lines with a range of drawing implements.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (realism, impressionism, sculpture and abstract imagery) taught about great artists, architects and designers in history 	<p>Anglo-Saxons: Design and create a segment of Bayeaux tapestry working with fabric, combining a range of skills e.g. sewing, collage, fabric dying.</p> <p>Textiles – Bayeaux Tapestry 3D Artefacts – Jewellery</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>Can use different techniques, colours and textures when designing and making a piece of work.</p>
D & T	<p>Bloodheart</p> <p>Unit Year 5/6: Textiles: Combining Different Fabric Shapes</p> <p>Design and create a human heart using textiles or another project linked to the class topic.</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p>		<p>Stargazers:</p> <p>Unit Year 5/6 - Electrical Systems – More Complex Switches and Circuits</p> <p>Make a nightlight for buddies</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern 		<p>Anglo Saxons:</p> <p>Unit Year 5/6 Food - Celebrating culture and seasonality</p> <p>Making breads</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients

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	<ul style="list-style-type: none"> ▪ <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> ▪ <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> ▪ <i>investigate and analyse a range of existing products</i> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> ▪ <i>understand how key events and individuals in design and technology have helped shape the world</i> 		<p><i>pieces and computer-aided design</i></p> <p>Make</p> <ul style="list-style-type: none"> ▪ <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> ▪ <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <p>Evaluate</p> <ul style="list-style-type: none"> ▪ <i>investigate and analyse a range of existing products</i> ▪ <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> ▪ <i>understand how key events and individuals in design and technology have helped shape the world</i> <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <p>Can make a more complex electrical circuit. (Make)</p>			<p><i>are grown, reared, caught and processed</i></p> <p>Y6: Can explain that seasons may affect the food available. (Food and nutrition)</p>
Music	<p>Unit: Keeping Healthy (9-10) Musical focus: Beat From body popping and gospel-singing skeletons to swimming and cycling, the children are taken through their paces in this unit, and put together a performance using new musical techniques.</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ▪ <i>use and understand staff and other musical notations</i> 	<p>Africa: Musical focus: Notation Use African drums to create and perform own pieces of African music – use picture notation to write own score</p> <ul style="list-style-type: none"> • <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> • <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> • <i>use and understand staff and other musical notations</i> 	<p>Unit: Solar Systems (9-10) Musical focus: Listening This unit embarks on a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p> <ul style="list-style-type: none"> ▪ <i>use and understand staff and other musical notations</i> ▪ <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> ▪ <i>develop an understanding of the history of music.</i> <p>Y6: Can talk about at least two famous composers and their work.</p>		<p>Unit: Life Cycles (9-10) Musical focus: Structure Explore the human life cycle in this unit with music from Brahms, Berio, Liszt and Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ▪ <i>use and understand staff and other musical notations</i> 	<p>Performance: Perform in an ensemble context using voice in a performance to an audience.</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>

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					Y6: Can use musical notation with confidence.	
Computing	<i>E-Safety</i>	<i>Radio stations</i>	<i>Controlling devices</i>	<i>Animated stories</i>	Stop Motion Animation To create stop motion animation of the evolution of studied animals.	<i>Webpages</i>
PE/Games	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Personal and Social)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Y6: Can involve others and motivate others around me to perform better (Personal and Social)</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Y5: I can develop methods to outwit opponents (Cognitive)</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Y6: Can effectively transfer skills and movements from a range of activities and sports (Applying Physical Skills)</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations <p>Y5: I can use a range of skills confidently in sports specific contexts (Applying Physical Skills)</p>	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: (Health and Fitness)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>use running, jumping, throwing and catching in isolation and in combination</p>
MFL	<p>Twinkl Unit 5 All about ourselves- Body parts</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>Lightbulb Languages Unit 10 Journey to school</p> <ul style="list-style-type: none"> present ideas and information orally to a range of audiences* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* describe people, places, things and actions orally* and in writing Languages 	<p>Lightbulb languages Unit 12: Planets</p> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>Twinkl Year 6 Let's go places</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	<p>Twinkl Unit Year 5 Family and friends</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally* and in writing Languages understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	

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RE	<p>Christians and Humanists Why do some people think that God exists?</p> <p>Present different views on why people believe in God or not, including their own ideas. (C1)</p>	<p>Christians, Muslims and Humanists Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>Muslims What does it mean to be Muslim in Britain today?</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (A2) Describe and reflect on the significance of the Holy Qur’an to Muslims. (B1)</p>		<p>Hindus, Christians and Muslims What difference does it make to believe in ahimsa(harmlessness), grace and Ummah (community)</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths. (B3)</p>	
PSHE	<p>HSL 22 Drug Education Healthy and Safer Lifestyles 22 Drug Education</p> <ul style="list-style-type: none"> What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others? How does drug use affect the way a body or brain works? How do medicines help people with a range of illnesses? What does misusing a drug mean? What are some of the laws about drugs? What risks should I look for around substances? 	<p>Citizenship 10 Diversity and Communities</p> <ul style="list-style-type: none"> What makes up my ‘identity’ and that of other people? What are the different identities locally and in the UK? How can I show respect for different views, lifestyles and beliefs? What are the negative effects of stereotyping? What groups and communities am I part of? Who works for the good of the community and how can I help? What are voluntary organisations and how do they make a 	<p>HSL 18 Managing risk Healthy and Safer Lifestyles 18 Managing Risk</p> <ul style="list-style-type: none"> When might it be good to take risk? What are the different consequences of taking physical, emotional and social risks? How risky are different situations? When am I responsible for my own safety? How can I keep myself and others safe? How can I get the attention of an adult if I need to? Where can people go for help? How can I help people who need 	<p>HSL 23 Personal safety Healthy and Safer Lifestyles 23 Personal Safety</p> <ul style="list-style-type: none"> When am I responsible for my personal safety? What can I do to help keep myself safer? How can I act to show I’m assertive? When should I keep a secret for myself or for a friend? Who is now in my network of support and how is it changing? When and how should I ask for help? 	<p>HSL 15/18/24 RSE Healthy and Safer Lifestyles 20 Sex and Relationships Education</p> <ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? What influences my view of my body? How can I keep my growing and changing body clean? How can the spread of viruses and bacteria be stopped? What is HIV? <p>Healthy and Safer Lifestyles 24 Sex and Relationships Education</p>	<p>MMR 14 Citizenship 9 Myself and My Relationships 14 Beginning and Belonging (NB)</p> <ul style="list-style-type: none"> How do we make sure we feel safe in our class and school? • How do we build good relationships in our class? How do we make new people feel welcome and valued? How do I feel when I do something new? Which ways to calm down work for me?

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	<ul style="list-style-type: none"> • How do my friends influence my behaviour and decision making? • How and why do companies advertise drugs? • When and how should I check information I am given? <p>I know how to live a healthy lifestyle.</p>	<p>difference?</p> <ul style="list-style-type: none"> • What is the role of the media and how does it influence me and my community? • Who cares for the environment and what is my contribution? <p>I understand the concept of stereotyping.</p>	<p>support?</p> <ul style="list-style-type: none"> • Can I carry out basic first aid? <p>I can identify and evaluated risky situations.</p>		<ul style="list-style-type: none"> • How are babies made? • How can I express my feeling positively as I grow up? • When am I responsible for how others feel? • What should adults think about before they have a baby? • What are families like? <p>I understand physical and emotional changes in males and females.</p>	<ul style="list-style-type: none"> • How do I solve problems? • Who can I talk to when I need help? • How can I help and support other people? <p>Citizenship 9 Working Together (GFG)</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? • How can I share my views effectively and negotiate with others to reach agreement? • How can I persevere and help others to do so? • How can I give, receive and act on sensitive and constructive feedback?
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