



Upper Key Stage 2 Curriculum Overview (Yr 6)

2025-2026

Upper Key Stage 2 Curriculum Overview 2025-2026

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engage Activity			Visit to the Harley Foundation (Art)			
Inspire Day	Autumn Antics- Pumpkin Carving	Festival of Light Celebration		Female Inspire Event Easter Inspire	Eid celebration	Male Inspire Event
Forest Schools	<p>Forest School Safety; to co-construct safety rules for Forest School area.</p> <ul style="list-style-type: none"> ▪ Explore the area with reference to safe risk taking. <p>Structures:</p> <ul style="list-style-type: none"> ▪ Identifying natural materials. ▪ Identifying 3D shapes in natural objects. ▪ Constructing structures of different shapes and sizes. ▪ Constructing 3D shapes make structures. 	<p>Knots:</p> <ul style="list-style-type: none"> ▪ Learning to tie knots. ▪ Tying knots for different purposes. ▪ Using knots to strengthen structures. <p>Shelter:</p> <ul style="list-style-type: none"> ▪ Identify different animals/insects that use forest school. ▪ Identify how they shelter from dangers. ▪ Explore waterproof materials. ▪ Construct a shelter for yourself and for animals. 	<p>Fire lighting:</p> <ul style="list-style-type: none"> ▪ How to construct a safe fire. ▪ Identify materials needed to light a fire. ▪ Storage of materials. ▪ Construction of a fire pit area. ▪ Safety rules of fire pit area. 	<p>Plants:</p> <ul style="list-style-type: none"> ▪ Prepare vegetable beds. ▪ Sow seeds. ▪ Maintain veg beds. ▪ Pollination. ▪ What plants need to grow. 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Identify different materials ▪ Different materials. <p>Tools:</p> <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence: ▪ Safety rules for tool use. ▪ Identify uses for each tool. ▪ Using different tools safely. ▪ Construct a carved model/tool. 	<p>Food:</p> <ul style="list-style-type: none"> ▪ Identify sources of food. ▪ Harvest and identify foods from veg beds. ▪ Observational drawing of foods. ▪ Cook and eat foods harvested. ▪ Sell some foods.
Read Write Inc	Read Write Inc. is closely matched to the National Curriculum in England 2014.					
Word Reading	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.					
Comprehension	Develop pleasure in reading.					

	<p>Daily BSL stories, fiction and non fiction texts. Sequence events in stories. Make inferences and predictions</p>		
Transcription	<p>Sounds are introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1. Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p>		
Handwriting	<p>Sit and hold pencil correctly.' Begin to form lower case letters in correct direction.' Capital letters.' 'Digits 0-9.</p>		
Composition	<p>Extended pieces of writing, applying developing phonic knowledge and language comprehension.</p>		
Vocabulary grammar and punctuation	<p>Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.</p>		
Read Write Inc- Fresh Start	<p>Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities</p>		
Reading	<p>Fireweed Jill Paton Walsh Writing outcome: Writing to describe- Diary entries</p>	<p>The Final Year Matt Goodfellow Writing outcome: The produce a BSL poem. (written)</p>	<p>The Arrival Shaun Tan Writing outcome: Writing to inform- A letter from the father to his family.</p>



BSL	<ul style="list-style-type: none"> Fingerspelling for names and places Numbers and ages Personal information: Q&As (Name, Age, Live where, Likes/Dislikes) Personal information: Family 	<ul style="list-style-type: none"> People Time and dates Money Weather Transport 	<ul style="list-style-type: none"> Directions BSL 101 assessment exam 	<p>Deaf Inspirations:</p> <p>Project topic TBC (Subject to completion of BSL assessment exam)</p>
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SaLT	<u>Autumn Term 1</u> Narrative: The Snail and the Whale	<u>Spring Term 1</u> Language for Thinking: Arctic Adventure (Lego Films)	<u>Summer Term 1</u> Vocabulary: Concepts Time Concepts
Language for Thinking Blanks 3 and 4	<ul style="list-style-type: none"> Feelings of snail / whale Thoughts, Actions, Impact, Consequences <p>Giving opinions</p>	<ul style="list-style-type: none"> Naming, sorting, categorizing, same vs different, odd one out, matching. Describing, combining words/signs. <p>Retelling, thoughts and feelings, sequencing</p>	<ul style="list-style-type: none"> Describing and giving instructions using time with digits and clock face. <p>Matching, grouping</p>
Social Communication	<p>Self belief, perseverance, resilience, taking opportunities, friends, asking for help</p>	<ul style="list-style-type: none"> Feeling and emotions conveyed in the story. Character's perspectives, what they know and don't know, how this impacts upon their reactions 	<p>Working as a pair with adult support for activities and games</p>
Stories and Personal Narratives	<ul style="list-style-type: none"> Retelling story in chunks Identifying story structure Elaborating on story retell <p>Beginning, Build up, Resolution, Ending</p>	<ul style="list-style-type: none"> Retell the film clip each week 	<p>Work from where finished last week. Remember what was done last week.</p>
Vocabulary Spoken/Written	<p>Emotions vocabulary</p>	<p>Topic based vocabulary</p>	<ul style="list-style-type: none"> Time vocabulary for digital clock and face clock

			Quarter, half, o'clock, to, past, numbers
Sentence Construction Spoken/Written	<ul style="list-style-type: none"> SVO / SVOA and beyond Written English summaries Proof reading techniques adopted	Sentences with coordinators and conjunctions	Time phrases
Speech Spoken/Written	<ul style="list-style-type: none"> Connected intelligible speech in context SIR 3+ Hearing technology encouraged all sessions	<ul style="list-style-type: none"> Focus upon English sentences at each child's level with intelligibility in context and story retelling. Hearing technology to be worn all sessions	<ul style="list-style-type: none"> Clarity of speech 13 vs 30 etc Hearing technology encouraged all sessions
	Autumn Term 2	Spring Term 2	Summer Term 2
	<u>Sentence Construction: Picture Descriptions</u>	<u>Social Communication: Social Thinking (Dojo Films)</u>	<u>Lego Therapy:</u>
Language for Thinking Blanks 3 + 4	<ul style="list-style-type: none"> Retaining and applying information Identifying consequence and impact Having opinions and including these in a description	<ul style="list-style-type: none"> Explain, predict, apply to life scenarios, Themes 	<ul style="list-style-type: none"> Executive Functioning: What information is needed when, Concept of 'check' 'review' 'help'
Social Communication	Sharing ideas to create descriptions and to create questions to ask others in group.	<ul style="list-style-type: none"> Themes of Mindset, resilience, perseverance, learning style Create posters for summaries which are presented 	<ul style="list-style-type: none"> Work in pairs or 3s. Be positive to others within group. Support and encourage Clarify, adapt
Stories and Personal Narratives	Elaborate on each person's description to amalgamate ideas and create a more complex story around the picture	Apply to self and any similar real life situations. Prompted by adult with e.g's	<ul style="list-style-type: none"> Take photo of child with lego model Revisit model, discuss process, strengths, difficulties
Vocabulary Spoken/Written	Picture based	Mindset, Thoughts, Feelings, Persevere, Give up, Hard, Difficult, Consequence,	<ul style="list-style-type: none"> Position, orientation prepositions QX for clarification requests
Sentence Construction Spoken/Written	<ul style="list-style-type: none"> Specific focus on writing down descriptions, proof reading to identify improvement. Using unjumble the sentence, fill in the gap, multiple choice to use more advanced sentence structure. 	<ul style="list-style-type: none"> SVOA, SVC XcX	<ul style="list-style-type: none"> SSE sentence structure to practice English structure. Crib sheets to support this
Speech Spoken/Written	Hearing technology encouraged for all SaLT sessions, with a focus upon using spoken English in context and developing clarity when reading sentences linked with phonics	Hearing technology encouraged for all SaLT sessions, with a focus upon using spoken English in context	Descriptions and instructions in spoken English with children's English skills

Maths						
	Time	Money Shape	Shape Statistics	Position and direction	Place value	Place value
Science						
	<p>Animals, including humans</p> <ul style="list-style-type: none"> ▪ Know that young babies grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. ▪ At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce 	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> ▪ Materials have different uses depending on their properties and state (liquid, solid, gas). ▪ Properties include hardness, transparency, electrical, thermal conductivity and attraction to magnets. ▪ Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. ▪ Mixtures can be separated by filtering, sieving, evaporation. ▪ Some changes to materials e.g. dissolving, mixing, changes of state are reversible, but some changes e.g. burning 	<p>Earth and Space</p> <ul style="list-style-type: none"> ▪ Know that the Sun is a star. It is at the centre of our solar system. There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365¼ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours. ▪ As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky. The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical. 	<p>Forces</p> <ul style="list-style-type: none"> ▪ A force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance and that it pulls everything to Earth This causes unsupported objects to fall. ▪ Air resistance, water resistance and friction are contact forces that act between moving surfaces. ▪ A mechanism is a device that allows a small force to be increased to a larger force. ▪ The pay back is that it requires a greater movement. The small force moves a long ▪ Demonstrate the effect of gravity acting on an unsupported object ▪ Give examples of friction, water resistance and air resistance 	<p>Living Things and Habitats</p> <ul style="list-style-type: none"> ▪ As part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. ▪ Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. ▪ Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or 	

		wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials, these are not reversible.		<ul style="list-style-type: none"> ▪ Give examples of when it is beneficial to have high or low friction, water resistance and air resistance ▪ Demonstrate how pulleys, levers and gears work distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines. 	insects.
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History	Empire	Victorians	Victorian medicine	WW1	WW2
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Geography	Longitude Latitude Atlas skills Time Zones Climate/ Seasons	Biomes – Polar regions, Hot deserts, Forests, Grasslands, Seas and Oceans. Vegetation Belts Map skills	Brazil/ () Comparing the UK with Brazil Weather and Climate Human and Physical features-landmarks.
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<p style="text-align: center;">Art & Design</p>	<p>Andy Warhol</p> <p>Make a Pop Art screen print inspired by 'Globetrotting USA' activity</p> <p>Printing:</p> <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists <p>Pattern:</p> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	<p>Frida Kahlo self portrait</p> <p>Painting skills Research Evaluation Colour theory</p>	<p>Barbara Hepworth</p> <p>Sculpt wire animals inspired by Barbara Hepworth</p> <p>Explore shape and form</p>
<p style="text-align: center;">Design Technology</p>	<p>The curriculum aims to develop pupil's creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Basic theory related learning in Y5/6 covers key aspects of materials technology, including woods, metal and plastics as well as health and safety. Pupils will make a variety of projects throughout the year selected from the list below.</p> <p>Spinning top – design and manufacture two spinning tops with launcher carefully considering shape and balance.</p> <p>Badge/Magnet – manufacture a school badge/magnet using aluminium sheet and then develop own badge/magnet idea.</p> <p>Catapult – manufacture a working catapult using simple traditional style wood joints to make a strong frame structure.</p> <p>Door sign - design and manufacture a personalised door sign for a bedroom using plywood and MDF.</p> <p>Dancing creature – create a moving creature using a crank box mechanism to turn rotary into reciprocating motion.</p> <p>Jitterbug – Introduction into simple circuits and electronics to create a simple vibrating bug from acrylic plastic.</p> <p>Swing creature – design and manufacture an old fashioned novelty toy using levers principles.</p>		

Food Technology

- Eat Well plate
- Food groups carbohydrate, proteins and fat.
- Name a range of cooking equipment.
- Name a range of cooking skills.

Practical work will include:

- Seasonal fruit and vegetable investigation
- Leek and mushroom pastries
- Blackberry and apple crumble.
- Butternut scones
- Butternut feta rolls
- Practical work will include:
 - Pumpkin soup
 - Sticky ginger buns
 - Chilli and Rice
 - Festive traditions

- Name a range of cooking equipment.
- Name a range of cooking skills.
- Food choices- What factors affect food choices?
- Naming ingredients used around the world
- Foods from animals.
- Foods from plants.

Practical work will include:

- Pancakes
- Spanakopita
- Chocolate investigation
- Lassi
- Beef and Black bean stir fry

- Name a range of cooking equipment.
- Name a range of cooking skills.
- Naming ingredients used around the world
- Foods from animals.
- Foods from plants.

Practical work will include:

- Calzone
- Tuna and broccoli pasta bake
- Roasted Vegetable lasagne
- Falafel
- New potatoes chives and mint dressing

Music

Exploring scales and melody

- Pupils will use scales to create a melodies featuring major, minor and pentatonic changes.
- Pupils will attempt to listen for the different between scales and certain intervals. Can they learn to hear the difference between intervals, deciding on higher or lower?
- Pupils will know more about the building blocks of all melody and the importance of established scales in Western music.

Music and Ceremonies

- Pupils will use their knowledge of scales and melodies to learn some famous melodies and musical ideas related to different ceremonies.
- Pupils will practice listening to melodies they play, being encouraged to comment on tempo and mood.
- Pupils will learn of the extent to which music is a natural part of everyday human ceremonies. They will use new knowledge of major and minor to learn about the intention and mood of melodies.

Melody, scales and chords:

The Guitar Edition

- Pupils will learn some scalic and melodic ideas on the guitar, before moving on to basic chord shapes. As they do this, they will be learning to read the basics of tablature and chord charts.
- Pupils will use what they learn on the guitar to create and perform a chord progression of their own.
- Pupils will listen to notes on the guitar, attempting to listen and feel for difference.
- Pupils will have learned more about case and melody in a different instrumental context and will have been introduced to the concept of chords.

	<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills. Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year</p>					
<p>Computing</p>	<p>Communication and Networks</p> <ul style="list-style-type: none"> How search engines are used. <p>Information Technology Data</p> <ul style="list-style-type: none"> Use computer units (Byte to Petabyte) Data types, e.g. real numbers and Boolean <p>Programming and Development</p> <ul style="list-style-type: none"> Carries out SELECT, UPDATE, DELETE using SQL 	<p>Communication and Networks</p> <ul style="list-style-type: none"> The different network topologies <p>Information Technology Data</p> <ul style="list-style-type: none"> Bit patterns Binary Binary and file size ASCII code and Unicode 	<p>Hardware and Processing</p> <ul style="list-style-type: none"> The main internal parts of basic computer architecture. Application software and hardware The range of operating systems for the same hardware Advantages/disadvantages of each type of secondary storage. 	<p>Programming and Development</p> <ul style="list-style-type: none"> Construct static web pages using HTML and CSS <p>Communication and Networks Data</p> <ul style="list-style-type: none"> Data transmission and networks Cache URLs Internet Protocols DNS servers 	<p>Communication and Networks Information Technology Algorithms</p> <ul style="list-style-type: none"> Computer threats Computer attacks Algorithms and iteration Structured notation Trace tables 	<p>Programming and Development</p> <ul style="list-style-type: none"> High-level textual language Standard libraries A range of expressions A range of operators <p>Programming and Development Data</p> <ul style="list-style-type: none"> Different data types Casting Complex arithmetic operators (MOD, DIV, POW)
<p>Religious Education</p>	<p>What matters most to Christians and Humanists?</p> <p>Diwali- 21st October</p>	<p>What can be done to reduce racism? Can religion help?</p> <p>The Christmas Story</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Ramadan begins 18th Feb Eid- 20th March</p>	<p>What does it mean to be a Sikh in Britain today?</p> <p>The Easter Story</p>	<p>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>

Physical Education

<p>Striking and Fielding</p> <p>Throw and catch</p> <ul style="list-style-type: none"> With a partner To self At different heights and distances <p>Intercept the ball</p> <ul style="list-style-type: none"> At different heights and angles <p>Batting</p> <p>Strike the ball</p> <ul style="list-style-type: none"> Different directions and different height. <p>Bowling</p> <ul style="list-style-type: none"> With accuracy and consistency Underarm bowl <p>Attack and defend</p> <ul style="list-style-type: none"> Awareness that they are trying to outwit an opponent When fielding cover all spaces and be aware of the batters strengths and cover areas <p>Tactics</p> <ul style="list-style-type: none"> Awareness of tactics of the game Understand and apply tactics of the game Understand and follow the rules 	<p>Net/Wall games</p> <ul style="list-style-type: none"> Racket and ball coordination <p>Returning and controlling the ball</p> <ul style="list-style-type: none"> Over low, medium or high net. Varying the height and angle <p>Throw and catch</p> <ul style="list-style-type: none"> Different heights and different angles Move confidently within the court area <p>Attack and defend</p> <ul style="list-style-type: none"> Outwit an opponent Positioning of the ball <p>Tactics</p> <ul style="list-style-type: none"> Awareness of tactics of the game Understand and apply tactics of the game Understand and follow the rules 	<p>Trampolining and Gymnastics</p> <p>Performance of a range of gymnastics skills e.g.</p> <ul style="list-style-type: none"> Shapes – tuck, pike, straddle Rolls – forward, backward, log roll Twists – half and full Seated landing – seat, front <p>Sequences</p> <ul style="list-style-type: none"> Creating sequences/routines <p>Body shapes</p> <ul style="list-style-type: none"> Curled Stretched Wide Tall <p>Balance</p> <ul style="list-style-type: none"> Greater degree of control and variety <p>Control</p> <ul style="list-style-type: none"> Change speed, direction and level of moves Travels fluently and with control. <p>Rotation taking weight)</p> <ul style="list-style-type: none"> Different body parts Different directions 	<p>Invasion Games and Skills</p> <p>Control and coordination</p> <ul style="list-style-type: none"> Dribbling, Passing Receiving <p>Movement with the ball</p> <ul style="list-style-type: none"> Dribbling (basketball and football) and running with the ball (rugby) <p>Footwork</p> <ul style="list-style-type: none"> Pivot <p>Attack and defence</p> <ul style="list-style-type: none"> Awareness that they are trying to outwit an opponent <p>Team work</p> <ul style="list-style-type: none"> Listening Communicating ideas Working well with others <p>Tactics</p> <ul style="list-style-type: none"> Awareness of tactics of the game Understand and apply tactics of the game Understand and follow the rules 	<p>Dance Control and coordination.</p> <ul style="list-style-type: none"> Move with confidence and imagination Make more complex shapes with the body Change of speed, direction and level <p>Travel</p> <ul style="list-style-type: none"> On feet in a variety of ways hands other body parts <p>Perform</p> <ul style="list-style-type: none"> Demonstrate mood and feeling Create dance routine incorporating different elements. <p>A range of dance themes</p> <p>Cycling</p> <ul style="list-style-type: none"> Gain the confidence and skills to work towards riding a pedal bike independently 	<p>Athletics</p> <p>Track events</p> <p>Running</p> <ul style="list-style-type: none"> 25m 50m 75m 100m Relay <p>Field events</p> <ul style="list-style-type: none"> Discus Shot putt Javelin Long jump <p>Explore travelling</p> <ul style="list-style-type: none"> Change body shape depending on the type of running event. Controlled take-offs and landings <p>Cycling</p> <ul style="list-style-type: none"> Gain the confidence and skills to work towards riding a pedal bike independently
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		Swimming <ul style="list-style-type: none"> ▪ Build water confidence ▪ Breathing ▪ Develop stroke technique ▪ Push and glides 			Swimming <ul style="list-style-type: none"> ▪ Introduce water safety skills ▪ Safe entries ▪ Sculling ▪ Treading water 	Swimming <ul style="list-style-type: none"> ▪ Basic skills needed to build swimming ability ▪ Streamlining strokes ▪ Swimming for distance
PSHE/Wellbeing	Relationships – Different relationships as we grow older <ul style="list-style-type: none"> ▪ that people have different kinds of relationships in their lives, including romantic or intimate relationships ▪ that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another ▪ that adults can choose to be part of a committed relationship or not, including marriage or civil partnership 	Health and Wellbeing – How can we keep healthy as we grow? <ul style="list-style-type: none"> ▪ how mental and physical health are linked ▪ how positive friendships and being involved in activities such as clubs and community groups support wellbeing ▪ how to make choices that support a healthy, balanced lifestyle including: physical activity, oral hygiene, food and drink choices, staying safe in the sun, good sleep pattern 	Health and Wellbeing – How can we keep well? (SEND PSHE) <ul style="list-style-type: none"> ▪ describe how smoking and drinking alcohol can affect people’s health ▪ give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. ▪ identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). ▪ explain that no- 	Living in the wider world – How can the media influence people? <ul style="list-style-type: none"> ▪ how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions ▪ that not everything should be shared online or social media and that there are rules about 	Health and wellbeing – Online Safety <ul style="list-style-type: none"> • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have 	Relationships – Changes at Puberty (PSHE SEND) <ul style="list-style-type: none"> ▪ identify stages of the human life cycle ▪ explain how the needs of babies, children, adults and older people differ ▪ describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejacul

	<ul style="list-style-type: none"> that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime 		<p>one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no</p> <ul style="list-style-type: none"> identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance 	<p>this, including the distribution of images</p> <ul style="list-style-type: none"> that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online 	<ul style="list-style-type: none"> 	<p>ation, hair growth, skin and voice changes</p> <ul style="list-style-type: none"> use correct vocabulary to name male and female reproductive organs recognise that during and after puberty, some people enjoy masturbating, and this should be done in private recognise that people experience the physical and emotional changes of puberty over different lengths of time identify reliable sources of advice on
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				<p>content and media are, e.g. videos, blogs, news, reviews, adverts</p> <ul style="list-style-type: none"> ▪ to recognise unsafe or suspicious content online and what to do about it 		growing and changing
Citizenship/ Careers	<p>Health and Wellbeing – Belonging to a Community? (SEND PSHE)</p> <ul style="list-style-type: none"> ▪ describe what it means to be part of a community ▪ identify different groups that make up our community, including deafness and disabilities ▪ explain how it feels to be part of a community ▪ suggest ways we can help people to feel welcome in the different groups and communities we belong to 	<p>Living in the wider world – The deaf community</p> <ul style="list-style-type: none"> ▪ identify deaf role models within RSDD, what roles/jobs to they do in school ▪ identify deaf role models in the wider community, what jobs/roles do they do ▪ identify deaf inspirational deaf people from history, why are they famous ▪ RSDD deaf heritage, Dr Roe, Lydia Roe 	<p>Living in the wider world – How we spend and save? (SEND PSHE)</p> <ul style="list-style-type: none"> ▪ identify what is meant by a ‘need’ and a ‘want’ in relation to spending money ▪ give some simple examples of what might be a ‘need’ and a ‘want’ ▪ explain what it means to save money and why we might do it ▪ explain what is meant by the term ‘afford’ (in 	<p>Living in the wider world – Future aspirations and careers? (SEND PSHE)</p> <ul style="list-style-type: none"> ▪ about the skills, attributes, qualifications and training needed for different jobs ▪ how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions ▪ identify a job we might like to 	<p>Living in the wider world – Reduce, Reuse, Recycle (Oak National)</p> <ul style="list-style-type: none"> ▪ what is meant by reduce, reuse, recycle ▪ what items can be reduced, reused and recycled at home and school ▪ can changes be made at RSDD 	<p>Contributing to the community/working together</p> <ul style="list-style-type: none"> • participate in a whole school enterprise project which benefits the community/charity <p>Careers</p> <ul style="list-style-type: none"> • my achievements this year • the skills I have learnt • what other skills I want to learn • describe and demonstrate things we can do well and identify areas where we need help to develop • identify hopes/wishes

			<p>the context of money)</p> <ul style="list-style-type: none">▪ identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us	<p>do in the future</p> <ul style="list-style-type: none">▪ recognise how strengths, qualities and things we learn in school might link to possible future jobs		<p>for our future lives</p> <ul style="list-style-type: none">▪ Moving to secondary school
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