





 Year 5/6/B Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (History)
	<b>Living on the Edge</b> 	<b>Lest we Forget (The Wars)</b> 	<b>Inside Out</b> 	<b>Light It Up</b> 	<b>Endangered</b> 	<b>Local History</b> 
<b>Memorable Experience</b>	Build a lighthouse with a working lightbulb	Eden Camp (TRIP)	Dissect a heart	Artist Workshops	The Deep (TRIP)	Bagshaw Museum (TRIP)
<b>Innovate/Challenge</b>	Carousel of weathering and erosion activities (chemical reactions)	Hold a whole school remembrance day assembly	Cooking healthy dishes/making smoothies (Invite chef)	Paint still life	Clay fossils	Explore local area (mapping)
<b>English</b>	PoR- Floodland  Vipers- The Last Wild Prediction Fluency Questioning	PoR and VIPERS-Goodnight Mr Tom Retrieval Inference Clarifying	PoR- Pig Heart Boy  Vipers- Cogheart Summarising Inference Characterisation	PoR- The Midnight Fox  VIPERS-poetry and short comprehension texts Practice and review all skills	PoR- Shackleton's Journey  Vipers- Shackletons Journey Practice and review all skills	PoR-  Vipers- Poetry
<b>Maths Maths Hub</b>	<b>Y6</b> Number- Place Value Number- Addition, Subtraction, Multiplication and Division	<b>Y6</b> Number- Addition, Subtraction, Multiplication and Division Number- Fractions Geometry- Position and Direction	<b>Y6</b> Number- Decimals Number- Percentages Number- Algebra Measurement- Converting Units	<b>Y6</b> Measurement- Perimeter, Area and Volume Number- Ratio	<b>Y6</b> Statistics Geometry- Properties of shape	<b>Y6</b> Consolidation and themed projects
<b>Science</b>	<b>DE-Living things and their Habitats. (Yr6)</b>  I can give reasons for classifying plants and animals based on specific characteristics  I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	<b>DE- Animals inc Humans-The human life cycle. (Yr5)</b>  I can describe the changes as humans develop to old age  Pupils should draw a timeline to indicate stages in the growth and development of humans.  Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the	<b>DE-Animals including humans- The heart and health. (Yr6)</b>  I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  I can describe the ways in which nutrients and water are transported within animals, including humans	<b>DE-Electricity. (Yr6)</b>  Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.  I can use recognised symbols when representing a simple circuit in a diagram  I can compare and give reasons for variations in how components function, including the brightness	<b>DE-Evolution and Inheritance. (Yr6)</b>  I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  I can recognise that living things produce offspring of the same kind, but normally offspring vary	<b>DE-Animals including humans-Blood and transportation. (Yr6)</b>  I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are

	<p>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p>	<p>length and mass of a baby as it grows.</p>	<p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>I can 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>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	<p>and are not identical to their parents</p> <p>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer</p> <p>Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>	<p>transported within animals, including humans</p>
<p><b>Art &amp; Design</b></p>		<p><b>Art focus-Sculpture</b> Using a variety of media to explore texture and effect Create a 3D Poppy <b>Key artist</b> Georgia O Keeffe <b>Key artwork</b> Red poppy 1927 <b>Sketchbook</b> Record observations (Yr5). <b>Target Tracker Focus:</b> Develop skills in using clay including slabs, coils and slips. <b>NC Key Skills:</b> Experiment with and combine materials and processes to design and make a 3D for. Sculpt clay and other mouldable materials.(Yr.5)</p>		<p><b>Art focus- Painting</b> A Still life using light effects. <b>Key artist</b> Willem Kalf <b>Key artwork</b> Willem Kalf, Still Life with Drinking Horn, 1653 (Yr6) <b>Sketchbook</b> Record observations (Yr6) <b>Target Tracker Focus:</b> Develop an awareness of composition, scale and proportion in their work Use simple perspective in their work using a single focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. <b>NC Key Skills:</b> Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen</p>	<p><b>Art focus –Drawing</b> Botanical pencil drawings using shading and hatching <b>Key artist</b> Elizabeth Blackwell <b>Key artwork</b> Examples of Botanical drawings <b>Sketchbook</b> Record observations (Yr5) <b>Target Tracker Focus:</b> Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. <b>NC Key Skills:</b> Identify and draw simple objects, and use marks and lines to produce texture. Successfully use shading to create mood and feeling? Organise line, tone, shape and colour to represent figures and forms in movement. Can they show reflections. Can they explain why they have chosen specific materials to draw with?( Yr5)</p>	

				specific painting techniques.(Yr. 6)		
<b>Computing Rising Stars</b>	<p><b>We are web developers (5.4)</b></p> <p>Pupils will learn how the school network and the Internet work. Will we be exploring how HTML is used to create websites and we will create our own website about on-line safety.</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the name and function of components making up the school's network</li> <li>how information is passed between the components that make up the Internet</li> <li>what the source code for a web page looks like and how it can be edited</li> <li>how a website can be structured</li> <li>how to add content to a web page.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<p><b>We are cryptographers (5.2)</b></p> <p>Pupils will be investigating early methods of communicating over distances. We will learn about two early ciphers, and encrypt and decrypt messages in various ciphers.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>be familiar with semaphore and Morse code</li> <li>understand the need for private information to be encrypted</li> <li>encrypt and decrypt messages in simple ciphers</li> <li>appreciate the need to use complex passwords and to keep them secure</li> <li>have some understanding of how encryption works on the Internet.</li> </ul> <p>Computing PoS focus: Computer Science – Computational Thinking</p>	<p><b>We are architects (5.3)</b></p> <p>Pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>understand the work of architects, designers and engineers working in 3-D</li> <li>develop familiarity with a simple CAD tool</li> <li>develop spatial awareness by exploring and experimenting with a 3-D virtual environment</li> <li>develop greater aesthetic awareness.</li> </ul> <p>Computing PoS focus: Information Technology - Media</p>	<p><b>We are connected (6.4)</b></p> <p>Pupils use the school's blogging platform to explore issues related to social media.</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>about appropriate rules or guidelines for a civil online discussion</li> <li>how search results are selected and ranked</li> <li>how to argue their point effectively, supporting their views with sources</li> <li>how to counter someone else's argument while showing respect and tolerance</li> <li>how to judge the reliability of an online source</li> <li>some strategies for dealing with online bullying.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<p><b>We are AI developers (6.6)</b></p> <p>Pupils use a variety of websites to learn about different aspects of artificial intelligence including machine learning. Finally, they program a self-driving car and consider the ethics of AI.</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>how decision trees can be trained automatically to classify data</li> <li>how speech recognition works</li> <li>how a neural net recognises images</li> <li>to train a neural net to classify images</li> <li>to train a machine learning system to identify sentiments</li> <li>to consider some ethical principles in designing AI systems.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>	<p><b>We are publishers (6.3)</b></p> <p>Pupils produce a class yearbook or school magazine using desktop publishing tools. They source, write, edit and combine images and text from a range of sources.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>manage or contribute to large collaborative projects, facilitated using online tools</li> <li>write and review content</li> <li>source digital media while demonstrating safe, respectful and responsible use</li> <li>design and produce a high-quality print document.</li> </ul> <p>Computing PoS focus: Information Technology - Media</p>
<b>Design &amp; Technology</b>	<p><b>DT focus -Electrical systems-circuits and switches.</b></p> <p>Light up signs to warn people at night of animal habitats e.g. Hedgehog homes:</p> <p>Construct a working circuit with one or more lights, and fit it in a</p>		<p><b>DT focus- Food and nutrition.</b></p> <p>Great British Dishes: Explore national dishes and plan and shop for a meal. (yr6).</p> <p><b>Target Tracker Focus:</b> Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use</p>			<p><b>DT Focus- Textiles-Joining fabric pieces:</b></p> <p>Explore the fashion and textile industry looking at how textiles are used in the fashion industry. Design, cut, stitch and decorate a stylish drawstring bag decorate with applique heart (Yr6).</p> <p><b>Target Tracker Focus:</b></p>

decorative illuminated sign (Yr6).

**Target Tracker Focus:**

Apply understanding of computing to program, monitor and control product.

**NC Key Skills:**

**When designing follow the Design - Make - Evaluate Process.**

Understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors. Use different kinds of circuit in their product. Think of ways in which adding a circuit would improve their product?(Yr6)

information on food labels to inform choices.

Research, plan and prepare and cook a savoury dish applying knowledge of ingredients and technical skill.

**NC Key Skills:**

**When designing follow the Design - Make - Evaluate Process.**

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 are grown, reared, caught and processed. Explain how their product should be stored with reasons. Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods.  
(Yr6)

Apply knowledge of materials and techniques to refine and rework product to improve its functional properties and aesthetic qualities. Use technical knowledge and accurate skills to problem solve during the making process.

**NC Key Skills:**

**When designing follow the Design - Make - Evaluate Process.**

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. 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. Use textile and sewing skills as part of a project This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. Use tools and materials precisely. Justify why they selected specific materials. Justify why the chosen material was the best for the task? Consider the use of the product when selecting materials.(Yr6)

<p><b>Geography</b></p>	<p>I can explain how water and weather can change the landscape.</p> <p>I understand how coastal features are formed.</p> <p>I can identify coastal features of the UK.</p> <p>I can explain how the make-up of the United Kingdom has changed over time.</p> <p>I can explain how and why landscapes change over time.</p> <p>I can ask and respond to geographical questions, e.g. Why is it like this? How is it changing? What do you think about...? What might it be like if...continues?</p>	<p>I can locate the world's countries, using a map.</p>			<p>I can 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>	<p>I can identify human and physical characteristics, and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment.</p>
<p><b>History</b></p>		<p>I can place a specific event on a timeline by decade.</p> <p>I can say where a period of history fits on a time line.</p> <p>I can describe a key event (WWII) from Britain's past using a range of evidence from different sources.</p> <p>I can summarise the main events of WWII, explaining the order in which key events happened.</p> <p><b>I can study how WWII affected the local area.</b></p>				<p>A depth study linked to Batley (local area)</p> <p>A study over time tracing how Batley has changed and evolved (this can go beyond 1066)</p> <p>A study of an aspect of history of Batley dating from a period beyond 1066 that is significant in the locality (Oakwell Hall)</p>
<p><b>Music</b></p>	<p>World Unite</p>	<p>Our Community</p>	<p>Growth</p>	<p>At the Movies</p>	<p>Life Cycles</p>	<p>Moving On</p>

<p><b>Collins Scheme</b></p>	<p>I can explore beat and syncopation through a song and body percussion. I can develop co-ordination and rhythm skills I can perform a rhythmic sequence to a piece of music I can develop the idea of pitch shape and relating it to movement I understand pitch through movement and notation I can create rhythm patterns I can arrange different musical sections to build a larger scale performance I can explore rhythm through dance I can combine different rhythms I can explore ways of combining and structuring rhythms through dance</p>	<p>I am learning to sing a song I understand metre through singing and playing instruments I can conduct a metre of four I can conducting metres of two and three I can write lyrics I can extend arrangements of a song. I can conduct metres of two and three I am learn to sing a song from our musical heritage I can develop accompaniments using ostinato and invented or improvised rhythms I can develop a performance by adding other media I can perform with awareness of audience</p>	<p>I can feel and move to a three-beat pulse and revising rhythmic ostinato I can perform and improvising rhythmic and melodic ostinato I can sing in harmony I am learning about chords I can perform music and dance I can revise, rehearse and develop music for performance I understand the process of a musical performance</p>	<p>I understand music narrative I can interpret notation I can use a storyboard to structure sounds I am learning about the use of sound effects in movies I am exploring and using narrative structure I can compose sound effects to perform with a movie I can identify changes in tempo and their effects I can explore and understand phrase structure of a song melody I can create and perform a sequence of phrases with a movie I am learning about the use of musical clichés in movie soundtracks I can explore the effects of music on movies I can use the musical dimensions to create and perform music for a movie I am learning about techniques used in movie soundtracks I can explore techniques used in movie soundtracks I can create sounds for a movie, following a timesheet I can work in groups to create descriptive movie music I can evaluate and refine compositions I am learning about and using cue scores</p>	<p>I can read a melody in staff notation I can accompany a song with tuned and untuned instruments I can compose and perform together I can sing in two parts I can combine vocal sounds in performance I can create a performance using voices and instruments in four parts I can explore and extend vocal techniques I can develop a structure to combine sounds I can create musical effects using contrasting pitch I am learning about the music of early opera; I can create descriptive music I can develop a performance with awareness of audience</p>	<p>I can sing a song with expression and sustained notes I can sing in two-part harmony I can sing a song with expression and sustained notes I can perform complex song rhythms confidently I can identifying the structure of a piece of music I am learning to play a melody with chordal accompaniment I am experiencing the effect of harmony changing I can sing in two- or three-part harmony I can play instrumental parts to accompany a song I can perform a song with a complex structure •I can listen to and understanding modulation in a musical bridge I can prepare for a performance</p>
<p><b>PE Spiral</b></p>	<p>#1 Power – I can improve my determination, power and physicality. #2 Peer mentoring – I can improve my leadership skills. #3 Dribbling – I can improve the effectiveness of dribbling in competitive situations. #4 Tactical variation – I can improve my understanding of how to lead a team and dictate tactics.</p>	<p>#1 Understanding rules – I can improve my leadership skills. #2 Shooting – I can improve my combination of skills to capitalise on opportunities to shoot early. #3 Control – I can improve understanding of when and why to choose a certain shot. #4 Passing – I can improve my understanding of pass selection.</p>	<p>#1 Physical processing – I can improve decision making and opportunity taking. #2 Strength – I can improve my ability to be still in a position with tension in my body. #3 Team work – I can improve my leadership skills. #4 Physical processing – I can improve my ability to perform a sequence of</p>	<p>#1 Power – I can improve my transferable power. #2 Speed – I can learn about transferable speed. #3 Fielding and catching – I can improve my fielding skills to perform a run out. #4 Striking – I can improve my shot selection to win a game. #5 Assessment lesson. #6 Dribbling – I can improve my ability to demonstrate good dribbling techniques across a range of invasion games.</p>	<p>#1 Fielding and catching – I can improve my catching technique and manipulation of the ball. #2 Anticipation – I can improve my ability to judge space and distance – improving my anticipation. #3 Speed – Improve my ability to perform complex co-ordination at speed. #4 Strength – I can improve my explosive strength.</p>	<p>#1 Assessment lesson. #2 Agility – I can improve my performance of tactical agility. #3 Evaluation – I can improve my ability to improve my own performance. #4 Striking – I can demonstrate that I have transferrable striking skills. #5 Control – I can improve my ability to use control a football into the next position.</p>

	<p>#5 Passing – I can improve my use of passing techniques in competitive situations.</p> <p>#6 Team work – I can improve my ability to work with teammates to make and execute a plan.</p> <p>#7 Agility – I can improve range of a movements to deceive an opponent and capitalise on situations.</p>	<p>#5 Anticipation – I can improve my ability to predict opponents play.</p> <p>#6 Shooting – I can improve decision making in terms of shot choice.</p> <p>#7 Assessment lesson.</p>	<p>dance movements to music.</p> <p>#5 Evaluation – I can improve my creativity and leadership skills.</p> <p>#6 Accuracy – I can improve accuracy by increasing range of shot.</p> <p>#7 Tactical variation – I can improve my application of positions and tactics.</p>		<p>#5 Accuracy – I can improve my understanding of and manipulation of a javelin.</p>	<p>#6 Peer mentoring – I can improve my team working skills to solve problems.</p> <p>#7 Understanding rules – I can improve my ability to work as a team member to establish and enforce competition rules.</p>
<p><b>PSHCE Jigsaw</b></p>	<p>Being me in my world Year 5</p> <p>I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a British Citizen and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>Year 6</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all</p>	<p>Celebrating difference Year 5</p> <p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour –spreading and name-calling can be bullying behaviours</p> <p>I can explain the differences between direct and indirect bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can enjoy the experience of a culture other than my own</p> <p>Year 6</p> <p>I understand there are different perceptions about what normal means</p> <p>I understand how having a disability could affect someone's life</p>	<p>Dreams and Goals Year 5</p> <p>I understand that I will need money to help me achieve some dreams</p> <p>I know a range of jobs and what people earn in different jobs</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I appreciate the similarities and differences between myself and young people in different cultures</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p> <p>Year 6</p> <p>I know my learning strengths and can set realistic goals for myself</p> <p>I can set a success criteria and know when I have reached my goal</p>	<p>Healthy me Year 5</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know I can put into practice basic emergency aid procedures ( including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>Year 6</p> <p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p>	<p>Relationships Year 5</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>Year 6</p> <p>I can identify the most significant people to be in my life so far</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of</p>	<p>Changing me Year 5</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Y6</p> <p>Year 6</p> <p>I can ask the questions I need answered about changes during puberty</p>

	<p>children but for many children these rights are not met</p> <p>I understand that my actions affect other people local and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p>	<p>I can explain some ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict or celebration</p>	<p>I can identify problems in the world and talk to others about them</p> <p>I can work with other to help make the world a better place</p> <p>I can describe some ways in which I can work with others to make a difference</p> <p>I can give praise and compliments to myself and others when I recognise our achievements/contributions</p>	<p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know and can put into practice basic emergency aid procedures (eg. The recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</p>	<p>losses that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of relationships</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>
<b>RE</b>	<p>Y5 Why are some places and journeys special. Y6 How do Sikhs show commitment?</p>	<p>Y5 What values are shown in codes for living? Y6 What do Christians believe about death?</p>	<p>Y5 Should we forgive others? Y6 Growing up and rites of passage.</p>	<p>Y5 What do Christians believe about old and new covenants? Y6 How do Jews remember Kings and Prophets?</p>		