Bradfield Primary School – Long Term Plan
Blenheim- Year 5/6
CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Raiders to Traders: The Viking Transformation Enrichment- Viking Experience (drama workshop)	**Mountain Marvels: What Makes the Alps Special?**	**Out of this World!** Enrichment-VR Space experience	**Tudor Time Travellers** Enrichment- Layer Marney Tower	**The Great Sand Escape: Imagining Desert Life**	**Rationing, Radios and Resilience** Enrichment- Duxford
Maths Place value Addition and subtraction Multiplication and division A Fractions A		**Maths** Multiplication and division B Fractions B Area, Perimeter and volume Decimals B Fractions, decimals and percentages		**Maths** Ratio Algebra Shapes Position and direction Statistics Converting units	
English – **<u>The Lost Happy Endings</u>** Alternative perspective prequels - Newspaper reports, extended responses to a text **<u>Romeo and Juliet</u>** Playscripts Diaries, letters, narratives, character descriptions, balanced arguments **Guided Reading-** The Listeners	**English** – **<u>Rain Player</u>** Analytical essays about The Maya Instructions, posters, missing scenes, diaries, newspapers, debates **<u>The Arrival</u>** Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides	**English** – **<u>Origami Yoda</u>** Discussion texts Instructions, persuasion, diaries **<u>Curiosity</u>** Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports **Guided Reading-** The Good Thieves	**English** – **<u>Robot Girl</u>** Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews **<u>Boy in the Tower</u>** Own version narratives (past and present tense) Journalistic writing, formal letters, non-chronological reports **Guided Reading-**	**English** – **<u>Can We Save the Tiger?</u>** Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems **<u>The Last Bear</u>** Persuasive pitch Character profile, description, dialogue, monologue, log book, scientific report **Guided Reading-** Beetle Boy	**English** – **<u>Anne Frank</u>** Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces **<u>The Unforgotten Coat</u>** **Own version narratives** Diaries, explanations (sci experiment), dialogue, non-chronological reports **Guided Reading-**

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Poetry for Kids –William Shakespeare	**Guided Reading-** When the Stars Come Out Real Life Mysteries – can you explain the unexplained?	The Race of for Space	The Wolves of Willoughby Chase Caged Bird	Darwin's Voyage of Discovery	When Hitler Stole Pink Rabbit Poems from the Second World War
Science **Living things:** **Classifying big and small** Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms.	**Science** **Materials:** **Properties and changes** Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	**Science** – **Forces and Space:** **Earth and Space** Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. Pupils discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make their own sundials and consider how and why humans' ideas about the universe have changed over time.	**Science** **Forces and Space:** **Unbalanced forces** Building on their knowledge of forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	**Science** – **Making connections:** **Does the size of an asteroid affect the size of its impact crater?** Experimenting, analysing data and drawing conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create. They apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry **Animals:** **Human timeline** Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to	**Science** – **Energy:** **Circuits, batteries and switches** Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and consider the effect on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.

				compare how gestation periods vary across different mammals, including humans.	
R.E - Why does religion look different around the world? **Jewish, Muslim, Christian** Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.	**R.E -** Why does religion look different around the world? **Hindu, Sikh, Buddhist, Jain** Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.	**RE –** Why is it better to be there in person? **Muslim, Jewish, Christian, Humanist** Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person	**R.E -** Why is there suffering? **Jewish, Christian, Zoroastrainish, Buddhist** Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist	**R.E -** Why is there suffering? **Shinto, Buddhist, Sikh, Humanist** Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.	**R.E -** What place does religion have in our world today? **Multiple worldviews.** Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future
History – Were the Vikings raiders, traders or settlers?			**History –** What was life like in Tudor England?		**History –** What was impact of WW2 on people of Britain?

Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.			Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.		Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.
	Geography – What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	**Geography –** Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a		**Geography** Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats	

		solar panel on the school grounds.		that can occur in this landscape	
Art and Design – Painting and mixed media **Artist study** Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.		**Art and Design –** Drawing **I need space!** Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style	**Art and Design –** Craft and design **Architecture** Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	**Art and Design –** Sculpture and 3D **Making memories** Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.	
Design and Technology – Structures **Playgrounds** Design and create a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practise visualising objects in plan view and get creative including natural features.	**Design and Technology** – Mechanical systems **Automata toys** Use woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display.	**Design and Technology** – Electrical systems **Doodlers** Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	**Design and Technology** – Digital world **Monitoring devices** Program a Micro: bit animal monitoring device that will alert the owner when the temperature is not optimal. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools.	**Design and Technology** – Textiles **Stuffed toys** Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.	**Design and Technology** – Cooking and nutrition **Developing a recipe** Research and modify a traditional bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where beef comes from. Developing a recipe
Music – Music and Technology	**Music –** Developing ensemble skills	**Music –** Creative composition	**Music –** Musical styles connect us	**Music –** Farewell tour	**Music –** Production

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Computing – We are toy makers Coding and physical computing	**Computing –** We are computational thinkers Mastering algorithms for searching, sorting maths	**Computing –** We are publishers Creating a yearbook or magazine.	**Computing-** We are connected Developing skills for social media	**Computing –** We are advertisers Creating a short television advert	**Computing-** We are developers Learning about artificial intelligence and machine learning
P.E – Squash and netball	**PE –** Football	**PE –** Dance	**PE –** Gymnastics	**PE –** Rounders	**PE –** Athletics and cricket
MfL French- Describing me and others back to school in France teachers dates, birthdays	**MfL French-** Saying what I and others have in school, comparing schools and homes physical description Interactions describing town/village comparing physical description (celebrities)	**MfL French-** Saying what I and others do New Year in France and Haïti 1st January in Haïti La Fête des Rois Activities in school Québec Carnival La Fête des Lumières La Chandeleur Mardi gras	**MfL French-** Saying where you're going and what there is there describing school in Canada describing town/village in Haïti	**MfL French-** Saying what I and others do activities at home a surprise party weather sports and instruments at the kite festival a weekend at home sports and instruments	**MfL French-** Expressing likes and actions what we do what we like / dislike doing food for a picnic what I want / would like to do at a café
PSHE – Being me in my world Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	**PSHE – Celebrating Differences** Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	**PSHE – Dreams and Goals** Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	**PSHE – Healthy Me** Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	**PSHE – Relationships** Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	**PSHE – Changing Me** Self- and body image Influence of online and media on body image Puberty for girls /Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting

Bradfield Primary School – Long Term Plan
Blenheim – Year 5/6 –
CYCLE B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Through the Keyhole-Who Lived in a Village Like This? Enrichment- Victorian experience (drama workshop)	**Darwin's Daring Discoveries**	**Who Let the Gods Out?** Enrichment- British Museum?	**Secrets of the Deep-Ocean Odyssey** Enrichment- Bradfield Beach	**Icons of History-Who's Worthy?**	**The Great Local Challenge: Finding Solutions** Enrichment-local area walks
Maths Place value Addition and subtraction Multiplication and division A Fractions A		**Maths** Multiplication and division B Fractions B Area, Perimeter and volume Decimals B Fractions, decimals and percentages		**Maths** Ratio Algebra Shapes Position and direction Statistics Converting units	
English **The Man Who Walked Between the Towers** Biographies Wikipedia pages, letters of advice, interviews, news report, persuasive speeches **The Island** Sequel from a different perspective, welcome guide, description, letter of advice, analysis	**English** **Beowulf** Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries **Grimm Tales for Young and Old** Own version traditional tales Viewpoint retellings, character studies,	**English** **The Odyssey** Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts **The Templeton Twins: Have an Idea** Own version adventure narratives Character analysis, opposing diary entries, informal letters, own chapters	**English** **Kaspar, Prince of Cats** Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports **Some Places More Than Others** Poems with similar structure Summaries, analysis and performances	**English** **Hidden Figures** Playscripts Setting descriptions, character descriptions, diaries, dialogue **Suffragette: the battle for equality** Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	**English** **The Lost Thing** Own version fantasy narratives Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports **The Tempest** Memoirs Reports, formal and informal letters, diaries,

comparison, diary entry in role **Guided Reading-** Overheard in a Tower Block The Secret of Haven Point	monologues, character comparisons **Guided Reading-** On the Origin of Species The Little Match Girl Strikes Back	**Guided Reading-** Who Let the Gods Out? Sir Gawain and the Green Knight	**Guided Reading-** Incredible Journeys The Story of Titanic for Children	**Guided Reading-** The Tiger Rising The Invention of Hugo Cabret	character descriptions, journalistic writing **Guided Reading-** Black and British: a short, essential history Me, My Dad and the End of the Rainbow
Science – **Materials:** **Mixtures and separation** Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.	**Science –** **Living things:** **Evolution and inheritance** Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin's finches, they begin to explain how species evolve over time and the role of fossil evidence that supports this theory.	**Science** – **Living things: Life cycles and reproduction** Studying animal life cycles, children learn about the significance of reproduction for a species' survival. Pupils compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. Children compare the life cycles of mammals, birds, amphibians and insects identifying key differences. They analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change.	**Science –** **Energy:** **Light and reflection** Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways. Pupils investigate factors affecting the size of shadows and the laws of reflection. Children apply what they have learned about light by exploring real-life uses of mirrors.	**Science –** **Animals:** **Circulation and health** Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to advise patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better	**Science** **Making connections:** **Are some sunglasses safer than others?** Exploring sun safety, children investigate the efficacy of different sunglasses. They devise enquiries to test light and UV transmission of the lenses to form a conclusion about which sunglasses are best, applying their knowledge of electrical circuits to provide a light source in the experiment. The children summarise their findings through presentations and advertisements.
R.E – <u>Why do people have to stand up for what they believe in?</u> **Christian, Muslim, Sikh**	**R.E -** <u>Why doesn't Christianity always look the same?</u> **Christian**	**R.E -** <u>What happens when we die?</u> **Jewish, Christian, Muslim, Humanist**	**R.E -** <u>What happens when we die?</u> **Hindu, Buddhist, Sikh**	**R.E -** <u>Who should get to be in charge?</u> Investigating the different ways religious leadership	**RE-** <u>Why are some places in the world significant to believers?</u>

Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.	Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They create freeze frames and breaking news articles as people from the past.	Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art.	Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in part 1. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.	and authority are determined, children explore what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised.	**Christian, Jewish, Buddhist, Muslim, Sikh and Hindu** Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance.
History- <u>What does the census tell us about our local area?</u> Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.		**History-** <u>What did the Greeks ever do for us?</u> Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games,		**History-** <u>Who should go on the £10 banknote?</u> Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.	

		architecture, art and theatre.			
	Geography – Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.		**Geography –** Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.		**Geography –** Can I carry out an independent fieldwork enquiry Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
Art and Design – Painting and mixed media **Portraits** Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.		**Art and Design –** Craft and design **Photo opportunity** Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief		**Art and Design –** Sculpture and 3D **Interactive installation** Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	**Art and Design –** Drawing **Make my voice heard** On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the

Blenheim Long Term Curriculum Map

					dramatic light and dark effect called 'chiaroscuro'.
Design and Technology – Mechanical Systems **Gears and pulleys** Give examples of machines that use gears and/or pulleys. Describe how gears and pulleys work and their purpose. Design and make a gear and pulley system. Draw and annotate an eco-gadget bike design.	**Design and Technology –** Digital World **Navigating the World** Program a navigation tool to produce a multifunctional device for trekkers. Combine 3D virtual objects to form a complete product concept in 3D computer-aided design modelling software.	**Design and Technology –** Cooking and nutrition **Come Dine with Me** Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe.	**Design and Technology –** Structures **Bridges** After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.	**Design and Technology –** Textiles **Waistcoats** Select fabrics, use templates, pin, decorate and stitch materials together to create a waistcoat for a person or purpose of their choosing. Create or use a pattern template to fit a desired person or item (e.g. teddy bear).	**Design and Technology –** Electrical systems **Steady hand game** Design and create a steady hand game, use nets to create the bases and apply knowledge of electrical circuits to build an operational circuit with a buzzer that completes the circuit when the handle makes contact with the wire.
Music – Melody and harmony	**Music –** Sing and play in different styles	**Music –** Composing and chords	**Music –** Enjoying music styles	**Music –** Battle of the bands!	**Music –** Production
Computing – We are game developers Learn how to develop an interactive game.	**Computing –** We are cryptographers Learn how to crack codes	**Computing –** We are architects Learn how to create a virtual space	**Computing-** We are web developers Learn how to make sense of the internet and build a website	**Computing –** We are adventure gamers To create an interactive adventure using presentation software.	**Computing –** We are VR designers To experiment with virtual and augmented reality.
P.E – Squash and hockey	**PE –** Football	**PE –** Dance	**PE –** Gymnastics	**PE –** Rounders	**PE –** Athletics and cricket
MfL French – Describing me and others back to school in France teachers dates, birthdays	**MfL French** - Saying what I and others have in school, comparing schools and homes physical description Interactions describing town/village comparing physical description (celebrities)	**MfL French** - Saying what I and others do New Year in France and Haïti 1st January in Haïti La Fête des Rois Activities in school Québec Carnival La Fête des Lumières La Chandeleur Mardi gras	**MfL French** - Saying what I and others do New Year in France and Haïti 1st January in Haïti La Fête des Rois Activities in school Québec Carnival La Fête des Lumières La Chandeleur	**MfL French** - Saying what I and others do activities at home a surprise party weather sports and instruments at the kite festival a weekend at home sports and instruments	**MfL French** - Expressing likes and actions what we do what we like / dislike doing food for a picnic what I want / would like to do at a café

Blenheim Long Term Curriculum Map

PSHE – Being Me in my World	**PSHE – Celebrating Differences**	**PSHE – Dreams and Goals**	**PSHE- Healthy Me**	**PSHE – Relationships**	**PSHE – Changing Me**
Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls /Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting