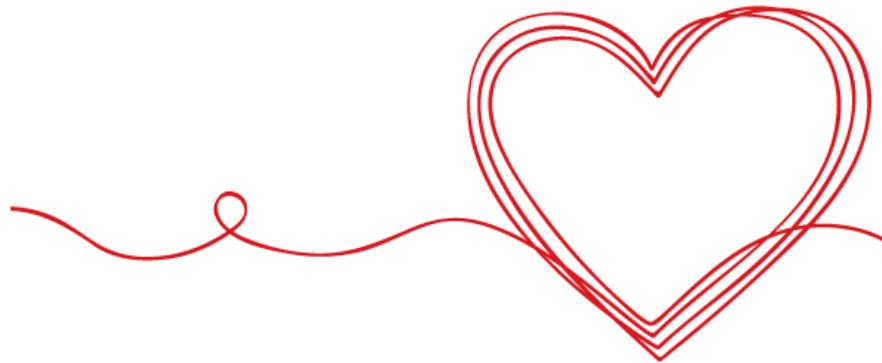


Caritas Curriculum

Key Learning Outcomes

Year 6





Year 6	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	Building up the Kingdom of God			Recognising the differences (Rights and Responsibilities)			We face challenges together		
Topic	Peace			Being Human			Changing States		
Hook with a Book	Archie's War			Pig Heart Boy			Earth Shattering Events		
Science	Sound Electricity- Circuits			Circulation Diet and exercise			Material and properties Solid liquid and gases		
History	WW1 & 2			Local Area- democracy local government			Mayan		
Geography	Maps / Field work			Maps / Grid References			Americas, Natural Disasters		
Art	Print and activism (print, collage, drawing)			Exploring Identity (collage, drawing) ARTIST FOCUS: Henry Moore			2D drawing to 3D making (WW2 food) and packaging (drawing, sculpture)		
Design & Technology	Stitching			Cooking			Models – Pulleys/gears		
Computing	Code cracking Communication			Online Safety Webpage creation			3d Modelling Spreadsheets		
PE	Dodgeball	Football /Hockey	Gymnastics	Tag Rugby	Netball	Tennis	Kwik Cricket	Rounders/ Sports Day Races	Athletics/ Volleyball
MFL	French								
Music	Happy	Classroom Jazz 2		A New Year Carol		You've Got A Friend	Music and Me	Summer Performance	

Linking of prior learning* - No discrete learning is identified. In the teaching of key learning outcomes for other areas of learning, links will be made back to this subject where possible



Curriculum Narrative

Year 6	Autumn	Spring	Summer
	<p>The narrative – PEACE Year 6</p> <p>Our topic explores the historical time of the two World Wars and how communities came together in the search for Peace. Our computing searching skills will be put to the test as we search for evidence from the past and begin to understand the way people lived and consider whether war really is justified. Through a closer look at maps in geography we will understand how borders can change in times of war and the impact on people’s communities. In art we will study how art can be used to spread a message and compare it to the use of propaganda used during times of war. During our science we will discover how sound travels to our ears and think about the impact of the sounds of war on the communities where people once lived. Of course, along the way we will read some fabulous books set in that time, explore some poetry of the battlefield and sing some war songs to lift our spirits and consider how music can make us happy including jazz a music form developed in the last century at the time of our study.</p>	<p>Being Human</p> <p>Year 6 explore the physical, emotional and moral responsibilities they face being unique humans, whilst recognising their differences. From learning in science about how the heart works to considering the moral question of heart transplants in Pig Heart Boy, though to exploring their local history and what shaped their local community and how it is governed. In geography they look at local maps and the changes in our local area and how to navigate them effectively. They create healthy meals in design and technology to ensure our heart keeps in shape and create healthy eating websites, using safe images and understanding copyright laws in computing. and explore their character through creating images of themselves in art. In music they explore a song on friendship and some contemporary women’s music exploring identity.</p>	

Subject	Sub theme	Key Learning Outcomes	When
Caritas	Love of self	<ul style="list-style-type: none"> Building up the Kingdom of God 	Autumn



	Our families & community		
Caritas	Love of others	<ul style="list-style-type: none">• Recognising the differences (Rights and Responsibilities)	Spring
Caritas	Love Common Good	<ul style="list-style-type: none">• We face challenges together	Summer
English	Reading	<ul style="list-style-type: none">• Increasing familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from literary heritage, and books from other cultures and traditions• Read age-appropriate books with confidence and fluency (including whole novels)• Applies a growing knowledge of roots words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the National Curriculum document – both to read aloud and to understand the meaning of new words that are met• Read aloud with intonation that shows understanding• Work out the meaning of words from the context• Explain and discuss their understanding of what they have read,• Predict what might happen from details stated and implied• Draw inferences (such as inferring characters’ feelings, thoughts and motives from their actions) and justifying them with evidence drawn from the text• Retrieve information from non-fiction• Summarise main ideas, identifying key details and using quotations for illustration• Evaluate how authors use language, including figurative language, considering the impact on the reader• Make comparisons within and across books.• Explain why text types are organised in a certain way• Participates in discussions about books that are read to the individual and those that can be read independently• Provides reasoned justifications for their views about a book• By the ends of Year 6 a child’s reading should be fluent and effortless across all subjects, not just in English	



		<ul style="list-style-type: none">• A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect• A child applies the skills of information retrieval e.g. In reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review .	
English	Reading GDS	<ul style="list-style-type: none">• Explain the structural devices used to organise a text.• Comment on the structural devices used to organise the text. Compare fictional accounts in historical novels with the factual account• Read several texts on the same topic to find and compare information.• Explain the main purpose of a text and summarise it succinctly.• Draw inferences from subtle clues across a complete text• Recognise the impact of the social, historical, cultural on the themes in a text.• Comment on the development of themes in longer novels.• Compare and contrast the styles of different writers with evidence and explanation.• Evaluate the styles of different writers with evidence and explanation.• Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.• Compare and contrast the language used in two different texts.• Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.• Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.• Identify how writers manipulate grammatical features for effect.• Analyse why writers make specific vocabulary choices.• Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.• Explain how and why a text has impact on a reader.• Identify how characters change during the events of a longer novel.• Explain the key features, themes and characters across a text.• Compare and contrast characters, themes and structure in texts by the same and different writers.• Explain the author's viewpoint in a text and present an alternative point of view.	



		<ul style="list-style-type: none">• Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).• Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).• Re-present collated information.	
English	Writing Working Towards	<ul style="list-style-type: none">• write legibly• Using mostly correctly: capital letters• Using mostly correctly: full stops• The pupil can write for a range of purposes: using paragraphs to organise ideas• Using mostly correctly: question marks• Using mostly correctly: commas for lists• The pupil can write for a range of purposes: in narratives, describing settings and characters• The pupil can write for a range of purposes: in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)• Using mostly correctly: apostrophes for contraction• spelling most words correctly (years 3 and 4)• spelling some words correctly (years 5 and 6)	
English	Writing At expected	<ul style="list-style-type: none">• The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing): in narratives, describe settings, characters and atmosphere• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs• use verb tenses consistently and correctly throughout their writing• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)• integrate dialogue in narratives to convey character and advance the action• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary• maintain legibility in joined handwriting when writing at speed.• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	



English	Writing GDS	<ul style="list-style-type: none">• Explain the structural devices used to organise a text.• Comment on the structural devices used to organise the text. Compare fictional accounts in historical novels with the factual account• Read several texts on the same topic to find and compare information.• Explain the main purpose of a text and summarise it succinctly.• Draw inferences from subtle clues across a complete text• Recognise the impact of the social, historical, cultural on the themes in a text.• Comment on the development of themes in longer novels.• Compare and contrast the styles of different writers with evidence and explanation.• Evaluate the styles of different writers with evidence and explanation.• Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.• Compare and contrast the language used in two different texts.• Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.• Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.• Identify how writers manipulate grammatical features for effect.• Analyse why writers make specific vocabulary choices.• Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.• Explain how and why a text has impact on a reader.• Identify how characters change during the events of a longer novel.• Explain the key features, themes and characters across a text.• Compare and contrast characters, themes and structure in texts by the same and different writers.• Explain the author's viewpoint in a text and present an alternative point of view.• Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).• Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).• Re-present collated information.	
Mathematics		<ul style="list-style-type: none">• All written methods, including long division and \times/\div up to $4d$ by $2d$ using long multiplication, and \times/\div decimal numbers	Autumn



		<ul style="list-style-type: none">• \times and \div numbers by 10, 100 and 1000 with answers to 3dp• Know that shapes of the same area can have different perimeters• Calculate area of triangles / parallelograms• Use area & volume formulae including for cubes and cuboids• 6 Classify shapes by properties and use scale factors• Know and use angle rules to find missing angles• Use negative numbers in context, crossing 0 in calculations• Use order of operations• Express missing number problems algebraically• Use estimation to check answers• Compare and simplify fractions• Use equivalents to add fractions• Solve problems using decimals and percentages and equivalents for fractions• Solve multi-step problems for the above and previous year 3-5 work	
Mathematics		<ul style="list-style-type: none">• All written methods, including long division and \times/\div up to 4d by 2d using long multiplication, and \times/\div decimal numbers (long division)• Identify factors, multiples & primes• Compare and simplify fractions (simplifying)• Introduce ratio and proportion• Use pie charts and line graph• Calculate mean averages• Multiply simple fractions• Divide fractions by whole numbers• Draw 2d shapes given dimensions and angles• Name and draw parts of circles (radius, diameter, circumference)• Translate and reflect shapes, using all four quadrants• Confidently use a range of measures & conversions up to 3dp• Secure place value and rounding to 10,000,000, including negative numbers and decimals to 3dp• Round any whole number to a required degree of accuracy• Calculate mentally using efficient strategies e.g. simplifying the calculation	Spring
Mathematics		<ul style="list-style-type: none">• Classify shapes by properties and use scale factors (Scale Factors)• Generate and describe linear number sequences	Summer



		<ul style="list-style-type: none">• Solve problems using the relative sizes of different quantities with missing numbers	
Mathematics	GDS	<ul style="list-style-type: none">• Working at greater depth across most areas of the curriculum, using and applying Mathematical knowledge and Thinking Mathematically	
Science	Animals Including Humans Sum	<ul style="list-style-type: none">• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• describe the ways in which nutrients and water are transported within animals, including humans.	Spring
Science	Electricity	<ul style="list-style-type: none">• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches• 6 use recognised symbols when representing a simple circuit in a diagram	Autumn
Science	Properties and Changes of Materials	<ul style="list-style-type: none">• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic• demonstrate that dissolving, mixing and changes of state are reversible changes• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	
Science	States of Matter	<ul style="list-style-type: none">• compare and group materials together, according to whether they are solids, liquids or gases• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
Science	Sound	<ul style="list-style-type: none">• identify how sounds are made, associating some of them with something vibrating	Autumn



		<ul style="list-style-type: none"> recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. 	
Science	Working Scientifically	<ul style="list-style-type: none"> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 	Ongoing
Science	GDS	<ul style="list-style-type: none"> Working at a greater depth across the majority of the curriculum, Can use Scientific knowledge in relation to the world around them. Can work scientifically through questioning and reasoning with fluency. Challenging themselves through higher order thinking. 	
History	Chronology	<ul style="list-style-type: none"> place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line 	Spr & Su Autumn Autumn
History	Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Choose reliable sources of factual evidence to describe: houses and settlements: culture and leisure activities: way of life and actions of people: buildings and their uses: attitudes: things of importance to people: differences between lives of rich and poor. 	Autumn
History	Interpretations of Historical Enquiry	<ul style="list-style-type: none"> Understands that the past has been represented in different ways. 6 Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Posters Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence. 	Autumn



		<ul style="list-style-type: none"> • Forms own opinions about historical events from a range of sources. 	
History	Organisation and Communication	<ul style="list-style-type: none"> • Presents information in an organised and clearly structured way. • Makes use of different ways of presenting information. • Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). • Makes accurate use of specific dates and times. 	Autumn
History	GDS	<ul style="list-style-type: none"> • link sources and work out how conclusions were arrived at • consider ways of checking the accuracy of interpretations – fact or fiction and opinion • plan and carry out individual investigations 	
Geography	Locational Knowledge	<ul style="list-style-type: none"> • Identify the position and significance of longitude and latitude, the Equator, Northern Hemisphere and Southern Hemisphere, Greenwich meridian line and time zones • Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, their geographical regions, their identifying human and physical characteristics, their key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. 	Summer
Geography	Place Knowledge	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America. 	Summer
Geography	Human and Physical Geography	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, mineral and water. • 6 Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. 	Autumn Summer
Geography	Geographical skills and fieldwork	<ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries and describe features studied. • Use the points of a compass, 4- figure grid references, basic symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. 	Autumn Autumn Spring
Geography	GDS	<ul style="list-style-type: none"> ○ Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. 	Spring



		<ul style="list-style-type: none"> Use point of a compass 4 figure and 6 figure grid reference symbol and keys to build knowledge of UK and wider world. 	
Art	Print and activism (print, collage, drawing)	<ul style="list-style-type: none"> explore how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. create visuals and text which communicate my message. use line, shape and colour to make my artwork. 6 use typography to make my messages stand out. combine different techniques such as print, collage and drawing. reflect and articulate about my own artwork and artwork made by my classmates. 	Autumn
Art	Exploring Identity (collage, drawing) ARTIST FOCUS: Henry Moore	<ul style="list-style-type: none"> explore how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. use my sketchbook to record, generate ideas, test, reflect and record. work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning 	Spring
Art	2D drawing to 3D making (WW2 food) and packaging (drawing, sculpture)	<ul style="list-style-type: none"> use line, mark making, tonal values, colour, shape and composition to make my work interesting. 6, use negative space and the grid method to help me see and draw. explore typography and design lettering which is fit for purpose transform my drawing into a three dimensional object. share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. 	Summer
Design & Technology	Developing, planning and communicating ideas	<ul style="list-style-type: none"> Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD. Draw up a specification for their design- link with Mathematics and Science. Identify the strengths and areas for development in their ideas and products. Accurately apply a range of finishing techniques, including those from art and design. 	Au/Su Autumn Summer Autumn Autumn



Design & Technology	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> • Confidently select appropriate tools, materials, components and techniques and use them. • 6 Construct products using permanent joining techniques. • Understand how mechanical systems such as cams or pulleys or gears create movement. • Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. • With confidence pin, sew and stitch materials together to create a product. • Use tools safely and accurately. • Understand that mechanical and electrical systems have an input, process and output. 	Autumn Autumn Summer Autumn Autumn Autumn Autumn
Design & Technology	Evaluating processes and products	<ul style="list-style-type: none"> • Evaluate against their original criteria and suggest ways that their product could be improved. • Evaluate their work both during and at the end of the assignment. • Evaluate the key designs of individuals in design and technology has helped shape the world. 	Au/Spr Au/Spr Summer
Design & Technology	Food and Nutrition	<ul style="list-style-type: none"> • 6 Understand that seasons may affect the food available. • Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. • Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	Spring
Computing		<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	



PE	Acquiring and Developing Skills	<ul style="list-style-type: none"> combine and perform skills with control, adapting them to meet the needs of the situation choose, combine and perform skills more fluently and effectively in games combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas 	
PE	Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> successfully and efficiently apply their skills and understanding to new challenges and environments know and understand rules of differing sports understand, choose and apply a range of tactics and strategies to suit the needs of the game develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles 	
PE	Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves understand the need to prepare properly for games and carry out their own warm up safely and effectively understand the excitement and enjoyment of completing a challenge 6 create links between resting heart rate and fitness levels 	
PE	Evaluating and improving performance	<ul style="list-style-type: none"> develop their ability to evaluate their own and others' work, and to suggest ways to improve it identify what they have to achieve and recognise the importance of planning identify what they have done well and adapt plans to be more efficient when facing similar challenges 	
MFL	Listening	<ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources 	
MFL	Speaking	<ul style="list-style-type: none"> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ... 	
MFL	Reading	<ul style="list-style-type: none"> Understand the main points and opinions in written texts from various contexts - e.g. A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story discover and develop an appreciation of a range of writing in French 	



MFL	Writing	<ul style="list-style-type: none">• 6 Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt• paragraphs of three to four sentences about myself,• about a story or a picture; a message containing three to four sentences; a postcard or greetings card	
Music		<ul style="list-style-type: none">• sing confidently in a wide variety of styles with expression• perform on a range of instruments confidently to an audience• communicate the meaning/mood of a song• compose music that reflects its given intentions e.g., a rap, a march	Autumn
Music		<ul style="list-style-type: none">• perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion• maintain own part on a pitched instrument in a small ensemble• arrange a song for class performance with an appropriate pitched and unpitched accompaniment• continue to play by ear on pitched instruments, extending the length of phrases, melodies played	Spring
Music		<ul style="list-style-type: none">• 6 read and play with confidence from conventional or graphic notation• use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions• lead/conduct a group of instrumental performers• perform own compositions to an audience	Summer
PSHE	Being me in my learning world	<ul style="list-style-type: none">• I can explain how my choices can have an impact on people in my immediate community and globally.• I can empathise with others in my community and globally and explain how this can influence the choices I make.	Autumn 1
PSHE	Celebrating Difference	<ul style="list-style-type: none">• I can explain ways in which difference can be a source of conflict or a cause for celebration.• I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	Autumn 2
PSHE	Dreams and Goals	<ul style="list-style-type: none">• I can explain different ways to work with others to help make the world a better place.• 6 I can explain what motivates me to make the world a better place.	Spring 1
PSHE	Healthy me	<ul style="list-style-type: none">• I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others	Spring 2



		<ul style="list-style-type: none">I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure	
PSHE	Relationships	<ul style="list-style-type: none">I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	Summer 1
PSHE	Changing Me	<ul style="list-style-type: none">I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby	Summer 2