

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a long, braided horn and a flowing mane. The illustration is set against a dark blue background with a large, light blue circular arc behind the unicorn's head. A solid orange vertical bar is on the far left of the page.

# **Sancton Wood School**

## **Curriculum Overview**

**2022-23**

**Year 6**

## Michaelmas 1

We will study narrative poetry from our literary heritage: 'The Highwayman' by Alfred Noyes; 'The Lady of Shalott' by Alfred, Lord, Tennyson. The children will look at poetic language, structure, setting and characterisation. They will write a narrative 'prequel', including description; a script and shorter character-based responses. They will perform their own shadow puppet play of the LoS. Debate and performance will be part of the approach to help children express and justify their views.

\* GPS and reading comprehension will be delivered in discrete lessons throughout the year to develop the children's writing skills. Spellings will be taught each week.

## Michaelmas 2

**(Cont)** We will study narrative poetry from our literary heritage: 'The Highwayman' by Alfred Noyes; 'The Lady of Shalott' by Alfred, Lord, Tennyson. The children will look at poetic language, structure, setting and characterisation. They will write a narrative 'prequel', including description; a script and shorter character-based responses. They will perform their own shadow puppet play of the LoS. Debate and performance will be part of the approach to help children express and justify their views.

\* GPS and reading comprehension will be delivered in discrete lessons throughout the year to develop the children's writing skills. Spellings will be taught each week.

## Lent 1

We will read and study 'Carrie's War' by Nina Bawden, which will support the History unit on WWII. We will develop skills in reading and commenting on literature, looking particularly at character, plot and setting. In discussing character, we further develop PEC (Point, Evidence, Comment) skills. We'll respond in a variety of written and spoken forms, including roleplay. We will look at the language and imagery of WWII propaganda and its effect on the reader.

We will revise and develop precis skills and use non-fiction books for research.

## Lent 2

**(Cont)** We will read and study 'Carrie's War' by Nina Bawden, which will support the History unit on WWII. We will develop skills in reading and commenting on literature, looking particularly at character, plot and setting. In discussing character, we further develop PEC (Point, Evidence, Comment) skills. We'll respond in a variety of written and spoken forms, including roleplay. We will look at the language and imagery of WWII propaganda and its effect on the reader.

We will revise and develop precis skills and use non-fiction books for research.

## Summer 1

We will study an abridged version of 'Macbeth', learning actively. We will use the play as the basis for written and spoken work. We will continue to work on PEC skills and write discursively. The children will draw on their knowledge of 'The Tempest' (studied in Y5). There will be some reading of stories from other cultures.

During the year, we will:

Learn and perform poetry

Review, recommend and evaluate books.

## Summer 2

**(Cont)** We will study an abridged version of 'Macbeth', learning actively. We will use the play as the basis for written and spoken work. We will continue to work on PEC skills and write discursively. The children will draw on their knowledge of 'The Tempest' (studied in Y5). There will be some reading of stories from other cultures.

During the year, we will:

Learn and perform poetry

Review, recommend and evaluate books.

## Michaelmas 1

Place Value within 10,000,000 - Read, write and compare numbers up to 10,000,000 and determine the value of each digit, Rounding whole numbers to a required degree of accuracy, negative numbers.

Four Operations (1) - use written methods to solve addition and subtraction problems, multiply and divide numbers up to 4 digits by 1 or 2 digits.

Four operations (2) - identify common factors and common multiples, recognise prime numbers up to 100, understand square and cubed numbers, use the order of operations when solving equations (BIDMAS) and solve mental calculations.

Fractions (1) - Use common factors to simplify fractions and to express fractions in the same denomination, compare and order fractions, add and subtract fractions and problem-solving when adding and subtracting fractions.

Fractions (2) - multiplying and dividing a fraction by a whole number, multiplying or dividing a fraction by a fraction, understanding the four rules of fractions, finding fractions of an amount.

Geometry - Position and direction - Plotting coordinates in the first quadrant, plotting translations and reflections, reasoning about shapes with coordinates.

## Michaelmas 2

**(Cont)** Place Value within 10,000,000 - Read, write and compare numbers up to 10,000,000 and determine the value of each digit, Rounding whole numbers to a required degree of accuracy, negative numbers.

Four Operations (1) - use written methods to solve addition and subtraction problems, multiply and divide numbers up to 4 digits by 1 or 2 digits.

Four operations (2) - identify common factors and common multiples, recognise prime numbers up to 100, understand square and cubed numbers, use the order of operations when solving equations (BIDMAS) and solve mental calculations.

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Geometry - Position and direction - Plotting coordinates in the first quadrant, plotting translations and reflections, reasoning about shapes with coordinates.

## Lent 1

Decimals - multiplying and dividing by 10, 100 and 1000. Converting decimals into fractions, fractions into decimals, multiplying and dividing by decimals.

Percentages - understanding that a percentage is out of 100, finding missing values, converting fractions to percentages and decimals, finding equivalent fractions, decimals and percentages.

Algebra - Finding a rule, using a rule, understanding and using formulae, solving equations.

Measure - Metric measures, converting metric measures, problem-solving with metric measures, miles and KM, imperial measures.

Measure - perimeter, area and volume - calculating shapes with the same area, finding the area and perimeter of a shape, calculating the area of a triangle and parallelogram, problem-solving, and calculating the volume of a cuboid.

Ratio and Proportion - Understanding ratio, scale drawings, scale factors, problem-solving.

## Lent 2

**(Cont)** Decimals - multiplying and dividing by 10, 100 and 1000. Converting decimals into fractions, fractions into decimals, multiplying and dividing by decimals.

Percentages - understanding that a percentage is out of 100, finding missing values, converting fractions to percentages and decimals, finding equivalent fractions, decimals and percentages.

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Ratio and Proportion - Understanding ratio, scale drawings, scale factors, problem-solving.

## Summer 1

Geometry - properties of shapes - measuring with a protractor, drawing shapes accurately, angles in triangles, angles in polygons, vertically opposite angles, parts of a circle, nets.

Problem-solving - place value, negative numbers, addition and subtraction, four operations, fractions, decimals, percentages, ratio and proportion, time, position and direction, properties of shapes.

Statistics - Calculating the mean, introducing pie charts, reading and interpreting pie charts, fractions and pie charts, percentages and pie charts, interpreting and constructing line graphs.

## Summer 2

**(Cont)** Geometry - properties of shapes - measuring with a protractor, drawing shapes accurately, angles in triangles, angles in polygons, vertically opposite angles, parts of a circle, nets.

Problem-solving - place value, negative numbers, addition and subtraction, four operations, fractions, decimals, percentages, ratio and proportion, time, position and direction, properties of shapes.

Statistics - Calculating the mean, introducing pie charts, reading and interpreting pie charts, fractions and pie charts, percentages and pie charts, interpreting and constructing line graphs.

# Computing

## Michaelmas 1

### Digital literacy

Students will be encouraged to look for specific information on the internet relating to social issues affecting the environment and produce digital resources for the right target audience.

Students will use the standard Microsoft apps to present information to various target audience efficiently.

### Computing

Students will be learning about the history of computers and people who have shaped the computing field.

They will study language scripting using html to create webpages.

## Michaelmas 2

### (Cont) Digital literacy

Students will be encouraged to look for specific information on the internet relating to social issues affecting the environment and produce digital resources for the right target audience.

Students will use the standard Microsoft apps to present information to various target audience efficiently.

### Computing

Students will be learning about the history of computers and people who have shaped the computing field.

They will study language scripting using html to create webpages.

## Lent 1

### Creative ICT: We are blogger

Students will be encouraged to use one online application to complete a project about issues affecting the environment.

They will be looking at how social media can have a strong influence in society and how they can be used efficiently to convey positive messages.

### Computing

Understand the basic of computer systems

Identify input, output and storage devices and their purpose.

Difference between primary and secondary storage.

# Computing

## Lent 2

### Creative ICT: We are blogger

Students will be encouraged to use one online application to complete a project about issues affecting the environment.

They will be looking at how social media can have a strong influence in society and how they can be used efficiently to convey positive messages.

### Computing

Understand the basic of computer systems

Identify input, output and storage devices and their purpose.

Difference between primary and secondary storage.

## Summer 1

### Computing

Use basic algorithm approach: Use of flowcharts to show logic of their program. Use of robots Cadi Wilma to create flowchart showing how all the built-in functions would have been planned.

Students will be taught basic programming techniques: selection iteration and sequence.

Use of the platform "Hour of code "to complete a programming project.

## Summer 2

### Computing

Use basic algorithm approach: Use of flowcharts to show logic of their program. Use of robots Cadi Wilma to create flowchart showing how all the built-in functions would have been planned.

Students will be taught basic programming techniques: selection iteration and sequence.

Use of the platform "Hour of code "to complete a programming project.

# Science

## Michaelmas 1

### Light

We will learn about waves, how we see, reflection and refraction, the spectrum, how we see colours, and shadows.

This will link with the shadow play created in English lessons.

## Michaelmas 2

### Animals, including humans

We will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. We will look at the impact of diet, exercise, drugs and lifestyle on the way the body functions. We will describe the ways in which nutrients and water are transported within animals, including humans.

## Lent 1

### Living things & their habitats

We will describe how living things are classified into broad groups according to their common characteristics.

We will draw classification trees; use precise language to describe a creature; and create a new genus, with drawing and description.



# Science

## Lent 2

### Evolution & Inheritance

We will see that living things have changed over time and that fossils provide information about the past. We will learn that though living things produce offspring of the same kind, normally they vary and are not identical to their parents. We will identify how animals and plants are adapted to suit their environment in different ways and understand that this may lead to evolution.

## Summer 1

### Electricity

We will begin with building a model of the atom as a basis for understanding the way circuits work. We will revise the children's Y4 learning of this topic by looking at symbols and drawing circuits. We will investigate voltage and in practical lessons, including making a fruit battery and making a light-up card.

## Summer 2

### Research

The children will choose a research project that involves formulating and testing a hypothesis. (This will run concurrently with the topic on Electricity.)

# Humanities

## Michaelmas 1

### Maya and South America

We will study the history and geography of Mayan civilisation, looking at the life, society and civilisation of ancient and modern Mayan people.

In the second half of term, we will focus on the geography of South America. The children will learn about the climate, geographical features, industries and people of South America, giving them an insight into how life in South America is different to life here in the UK.

Learning will be enhanced by a trip to the Museum of Archaeology and Anthropology in Cambridge.

## Michaelmas 2

### Maya and South America (Cont)

We will study the history and geography of Mayan civilisation, looking at the life, society and civilisation of ancient and modern Mayan people.

In the second half of term, we will focus on the geography of South America. The children will learn about the climate, geographical features, industries and people of South America, giving them an insight into how life in South America is different to life here in the UK.

Learning will be enhanced by a trip to the Museum of Archaeology and Anthropology in Cambridge

## Lent 1

### World War II

We will learn about the outbreak of World War II; the blitz and evacuation, rationing and the holocaust. The 'Rebuilding Britain' unit covers: initial rebuilding in the cities; the creation of the NHS and the Welfare State; that many British Colonies became independent after the war; patterns of migration from the Caribbean to Britain; and the creation of 'New Towns'.

Learning will be enhanced by a trip to Bletchley Park.

# Humanities

## Lent 2

### World War II

We will learn about the outbreak of World War II; the blitz and evacuation, rationing and the holocaust. The 'Rebuilding Britain' unit covers: initial rebuilding in the cities; the creation of the NHS and the Welfare State; that many British Colonies became independent after the war; patterns of migration from the Caribbean to Britain; and the creation of 'New Towns'.

Learning will be enhanced by a trip to Bletchley Park.

## Summer 1

### UK natural resources

This topic covers: identifying the natural resources of the UK; their use in energy production; use of wood and associated problems; steel production; glass and concrete production.

## Summer 2

### Vikings

In the final term, we will look at the Vikings, understanding who they were and the routes they took to reach Britain. We will consider aspects of culture such as their ships, gods and burial practices as well as looking at some of the sources used by historians when piecing together the story of the Vikings in Britain.

## Michaelmas 1

### Islam

We will be learning about Islam. We will look at: the Five Pillars, Prophet Mohammad, the Qur'an, the Haj, Ramadan, prayer, the Mosque.

There will be a trip to the Cambridge Mosque

## Michaelmas 2

### Islam (Cont)

We will be learning about Islam. We will look at: the Five Pillars, Prophet Mohammad, the Qur'an, the Haj, Ramadan, prayer, the Mosque.

There will be a trip to the Cambridge Mosque

## Lent 1

### Creation stories

We will learn the creation stories and explanations of a number of faiths and cultures. Learning will include an emphasis on comparison, and discussion of why creation stories exist including the issues they address.

## Lent 2

### Creation stories

We will learn the creation stories and explanations of a number of faiths and cultures. Learning will include an emphasis on comparison, and discussion of why creation stories exist including the issues they address.

## Summer 1

### Freedom and Justice

This unit begins by looking at stories of liberation from Judaeo-Christian texts. We consider the Declaration of Human Rights and discuss the practical implications of this document.

## Summer 2

### Heroes and heroines

We will learn about the lives and teachings of moral and philosophical leaders such as: Gandhi, Desmond Tutu, Mother Teresa, Rosa Parks, Nelson Mandela.

The children will discover the ways in which these people have had a positive impact on the lives of others.

## Michaelmas 1

### Islamic Art

We will investigate some features of Islamic art. We will explore the origins of Islamic art and look at the shapes, colour schemes, and patterns. The class will examine the ways in which Islamic artists explore the patterns of plants, calligraphy, and geometry. We will look at how, by using just one shape, we can create a completely different pattern.

## Michaelmas 2

### Islamic Art (Cont)

We will investigate some features of Islamic art. We will explore the origins of Islamic art and look at the shapes, colour schemes, and patterns. The class will examine the ways in which Islamic artists explore the patterns of plants, calligraphy, and geometry. We will look at how, by using just one shape, we can create a completely different pattern.

## Lent 1

### Design and Technology

This term Year 6 will be focusing on Design and Technology. They will be given a problem which they will be expected to try to solve with sensitive design. They will be asked to design a temporary homeless shelter for people in need to use during extreme weather conditions. They will follow an iterative design cycle: designing, evaluating and redesigning and will use drawing techniques as well as 3D modelling.

## Lent 2

### Shadow Puppets

To explore the use of silhouettes in Shadow Puppetry and how to convey maximum detail and information within this outline.

Shadow puppets designed and made by the Y6's for the Y3 Shadow Puppet show at the end of term.

## Summer 1

### Artists inspired by the Desert

To examine the way different artists have portrayed the desert

(e.g. Georgia O'Keefe flower/desert paintings/desert landscapes). This will extend to Salvador Dali and his use of deserts as backdrops in his surrealist artwork.

Students will use a variety of techniques and materials to create studies of desert landscapes in the style of Georgia O'Keefe.

Students will then develop this to create abstract mirage-type pieces in the style of Salvador Dali.

## Summer 2

### Artists inspired by the Desert

To examine the way different artists have portrayed the desert

(e.g. Georgia O'Keefe flower/desert paintings/desert landscapes). This will extend to Salvador Dali and his use of deserts as backdrops in his surrealist artwork.

Students will use a variety of techniques and materials to create studies of desert landscapes in the style of Georgia O'Keefe.

Students will then develop this to create abstract mirage-type pieces in the style of Salvador Dali.

# Music

## Michaelmas 1

### Ceremony of Carols Performance Preparation:

Theory and musicianship skills.  
Singing and performance techniques: score reading, melody and harmony composition, tone colour and performance expression, the mechanics of singing technique.

## Michaelmas 2

### Ceremony of Carols Performance Preparation: (Cont)

Theory and musicianship skills.  
Singing and performance techniques: score reading, melody and harmony composition, tone colour and performance expression, the mechanics of singing technique.

## Lent 1

### Book stimulus:

'New York Melody' (Druvert). A study of Jazz.

## Lent 2

### Book stimulus:

'New York Melody' (Druvert). A study of Jazz.

## Summer 1

Music in the theatre - Music Technology

## Summer 2

Music in the theatre - Music Technology

# Drama

## Michaelmas 1

Introduction to basic drama skills and terms

Freeze Frames and Still Images

Thought-Tracking

Physical Theatre

Slow Motion Mime

## Michaelmas 2

Skills in Practice

Using text to put new skills into practice and evaluating our work.

## Lent 1

Collaborative Performance with Music Department

Preparation by learning dramatic techniques which can be used in devised performance.

Contemporary theatre

Immersive theatre

## Lent 2

Collaborative Performance with Music Department

KS2 students will contribute to the devising and rehearsal of a performance to whole school and parents at the end of term

## Summer 1

Exploring the Theatre: Production design and tech

Student lead production project. What are the roles both on and off stage that need to be considered.

## Summer 2

Exploring the Theatre: Production design and tech

Creating your own production plan which is supported by theatrical design devices suitable to the genre and style selected.



# Spanish

## Michaelmas 1

Languages Week  
Introducing oneself  
Personality  
Brothers and sisters  
Adjectival agreement  
The verbs tener and ser  
Hispanic countries

## Michaelmas 2

Birthdays  
Numbers 1-31 (100) (1000)  
Alphabet  
Pets  
Day of the Dead  
Christmas in Spain

## Lent 1

Hobbies, free time and activities  
Carnaval  
Giving justified opinions  
Me gusta + infinitive  
Using the negative  
Using -ar verbs in the present tense

# Spanish

## Lent 2

Weather

Sports

Techniques for understanding longer texts

Giving justified opinions

Using hacer and jugar

Using the negative

Using adjectives

Using -ar verbs

Using cuando

## Summer 1

School subjects and preferences

Describing your school

School break time

Using spontaneous language and seeking help and clarification

Me gusta(n) el/la/los/las

Using the definite and indefinite articles

Using -er and -ir verbs

Conjugating verbs in present tense 1st and 2nd person singular

## Summer 2

Translation skills

Questioning skills

Speaking and writing work – sentence building skills.

Using -ar, -er, and -ir verbs

# French

## Michaelmas 1

European day of languages.

Where is France? where do we speak French in the world?

Talking about ourselves:

- Meeting and greeting
- The alphabet.
- Counting to 31
- Saying your age
- Days of the week, months of the year
- My birthday.

Seeking help and clarification.

French phonics for complex sounds.

A Hallowe'en poem.

Translation skills

## Michaelmas 2

Classroom Language:

- School bag items
- Describing your classroom.
- Using the definite and indefinite article.
- Adjective agreement and position.

Hobbies

- sports and musical instruments
- Seeking clarification and help.
- Giving your opinion.
- Using plurals
- Using negatives.

Christmas in France:

- using 'il y a...'
- Using plurals.
- Poetry and authentic texts: writing a christmas poem.

Translation skills.

- designing a Christmas jumper.
- Song: 'La neige tombe'

Science week either:

- The channel Tunnel.
- Les frères Lumière.

## Lent 1

Animals:

- using the negative with avoir.

Family members and friends:

- physical description
- using to have and to be.
- the possessive adjective.
- reflexive verbs.
- Guess Who? game

# French

## Lent 2

Where you live

- Prepositions
- Using connectives and justified opinions.
- Le Château de Chevenny (Loire Castles) and the link to Tintin.

Food and Drink

- Ordering food in a restaurant.
- Reading a menu.
- writing your own menu.
- Translation skills
- Spontaneous language.

Easter in France.

The History of Eating chocolate in France (word art:

Writing complex sentences using negative statements and justified opinion.)

Book week

Comic books (either 'Asterix and Obelix'- Goscinny or 'Tintin'-Hergé

## Summer 1

Countries and nationalities

- Talking about your nationality and the nationality of others.
- Conjugating -er verbs and using the third person: il/elle/on.

Weather

Compass points

-using 'il fait'

-seasons and months of the year.

-writing about your favourite place in the world with complex sentences.

-translating an original poem using a dictionary and exploring rhyming and syllables.

## Summer 2

Preparation for Year 7 / KS3

- Le Tour de France: describing a jersey: adjective position and agreement.
- Listening, speaking, reading and writing skills.
- Spontaneous language skills.
- Seeking help and clarification in French.
- verbs être and avoir in full.

# Mandarin

## Michaelmas 1

1. Consonants: Aspirated; Dental
2. Vowels: Single; Combination;
3. Nasals: Front; Back
4. Syllable structure: Media vowel; Independent vowel
5. Tones
6. The relationship between syllable and character;  
  
voiced, aspirated, dental and nasal sounds.
7. Learning about tones.
8. Basic writing rules.

## Michaelmas 2

1. Numbers 0-20: telephone number; Personal pronouns; main verbs
2. Birthday: Date
3. Nationalities: Languages
4. Family members: home locations, hobbies
5. Time: What time is it now?
6. More Radicals
7. Revision and Assessment
8. Personal Pronouns: Single and Plural by +们
9. Culture: the story behind numbers
10. Different ways of telling time

## Lent 1

1. Daily schedule/routine
2. More Radicals
3. Food and drink names: relevant verbs: 吃 (to eat) and 喝 (to drink)
4. Simple Yes/No questions and answer
5. Means of transportation and relevant verbs
6. Revision and Assessment
7. Making requests: 我要...(I would like to have ...)
8. Action verbs: 骑 / 坐 Ride

# Mandarin

## Lent 2

1. Ordering food: express ideas and describe personal preferences
  2. More radicals and Revision 4a whole book radicals.
  3. Weather
  4. Clothing
  5. Revision and Assessment
  6. Adjectives : 饿, 饱, 冷, 热
- Action verbs: 穿, 戴

## Summer 1

1. My room
  2. More radicals
  3. Activities
  4. Our school
  5. Review and Assessment
  6. Tense: Present continuous '在'
- Direction words: Left, Right, Up, Down
- There be...sentence structure
- Preposition 在

## Summer 2

1. School subjects
2. More radicals
3. Sports
4. More radicals
5. Revise verbs
6. Revise 4b and Assessment
7. To like and to dislike: 喜欢 / 不喜欢

Michaelmas 1	Michaelmas2	Lent 1
<p><b>Indoor- Basketball</b></p> <p>To gain skills in passing, dribbling, shooting,</p> <p>footwork, defending, game play, positions and tactical play in attack and defence</p> <p><b>Outdoor- Hockey</b></p> <p>Passing and Shooting</p> <p>Push, slap and hitting.</p> <p>Using the block tackle effectively and safely</p> <p>Dribbling, keeping control of the ball, being able to move around defenders</p>	<p><b>Indoor- Handball</b></p> <p>To gain skills in: passing, dribbling, defending,</p> <p>Scoring and shooting, tactical defensive and game play.</p> <p><b>Outdoor- Tag rugby</b></p> <p>To be able to: communicate, pass and receive the ball;</p> <p>Avoiding defenders to</p> <p>Keep possession and momentum;</p> <p>restart the game; Show outstanding sportsmanship</p>	<p><b>Indoor- Badminton</b></p> <p>To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.</p> <p><b>Outdoor- Football-</b></p> <p>To learn: passing, dribbling, defending and tackling, shooting, tactical game play</p>

Lent 2	Summer 1	Summer 2
<p><b>Netball</b></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p> <p><b>Outdoor-Football-</b></p> <p>To learn: passing, dribbling, defending and tackling, shooting, tactical game play</p>	<p><b>Athletics-</b></p> <p>To develop skills in: sprinting, long jump and high jump, shot putt and ball throw, relay baton changeovers,</p> <p><b>Tennis</b></p> <p>Sequences</p> <p>Serves</p> <p>Forehand</p> <p>Backhand</p> <p>Competitive play</p>	<p><b>Athletics-</b> further develop skills and record results for all the athletic events practised.</p> <p><b>Tennis</b></p> <p>Sequences</p> <p>Serves</p> <p>Forehand</p> <p>Backhand</p> <p>Competitive play</p> <p><b>Cricket</b></p> <p>To be able to: under- and over-arm throw; low and high cradle-catch a ball accurately; perform an around the side throw; bat in a variety of ways; create fielding and batting tactics; show outstanding sportsmanship.</p>



## Michaelmas 1

### Rights, rules and responsibilities

This unit looks at the reasons for rules and laws, social courtesies, local and national democratic structures. RR56

### Healthy & safer lifestyles: Digital

The internet; principals of safe internet use. Assessing: online friendships; media influences; how information is shared. How to report and flag inappropriate behaviour.

## Michaelmas 1

### Financial capability

This interesting unit teaches children how to plan a budget and how to decide what is a 'want' and what a 'need'. FC56

## Lent 2

### Anti-bullying

This unit covers managing emotions, with a focus on stress, boredom and worry. It explores how to access support, how to develop assertiveness and problem solving. ME56

## Lent 2

### Mental wellbeing

This unit covers: identifying the meaning of mental health and ill-health; identifying risks to wellbeing; developing strategies for resilience; knowing when and where to seek help.

## Summer 1

### Sex and relationship education

This covers: puberty and emotional changes; how babies are conceived and born; the decision to have children; why people get married or enter civil partnerships; different types of families.

## Summer 2

### Managing Change MMR18 MC56

Positive and negative changes. How people's emotions evolve over time as they experience loss and change. Managing changing friendships and family relationships.

What strategies will help me to thrive when I move to my next school? MW