



THE STOKE POGES SCHOOL

Year 6 Curriculum Overview for Parents

We are delighted to share an overview of the exciting learning journey your child will follow this year. At The Stoke Poges School, we want every child to feel inspired, challenged and proud of what they achieve. Our curriculum has been carefully designed to spark curiosity, develop important skills and nurture a love of learning that will last a lifetime.

In this booklet, you will find the key themes across each subject. It is intended as a guide to help you understand what your child will be learning and to support conversations at home. We hope it also gives you a sense of the variety and creativity that make our curriculum both engaging and enjoyable.

Working in partnership with you is central to your child's success. By sharing in their learning, celebrating their progress and encouraging their interests, you play a vital role in helping them flourish.





Reading	Writing	Maths
Pupils should be taught to: 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: 2. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 3. Making comparisons within and across books 4. Reading aloud with intonation that shows understanding Pupils should be taught to understand what they read by: 5. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 6. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 7. Justifying inferences with evidence 8. Predicting what might happen from details stated and implied 9. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration 10. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader 11. Retrieving, recording and presenting information from non-fiction 12. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	<u>Spelling</u> 1. Spell most words correctly from the Year 5/6 spelling list 2. Use a dictionary to check the spelling of uncommon words or more ambitious vocabulary <u>Handwriting</u> 3. Maintain legibility in joined handwriting when writing at speed <u>Vocabulary and Grammar</u> 4. Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision 5. Use a wide range of clause structures, sometimes varying their position within the sentence 6. Use selected vocabulary and grammatical structures that reflect what the writing required, doing this mostly appropriately 7. Use passive and modal verbs mostly appropriately 8. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs 9. Use a range of punctuation taught at Key Stage 2 mostly correctly 10. Use inverted commas, commas for clarity, and punctuation for parentheses mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens <u>Composition</u> 11. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own writing	<u>Number and Place Value</u> 1. Round any whole number to a required degree of accuracy 2. Use negative numbers in context, and calculate intervals across zero 3. I can demonstrate an understanding of place value, including large numbers and decimals e.g. what is the value of 7 in 276,541 <u>Addition and Subtraction</u> 4. Solve multi-step problems in context, deciding which operations and methods to use and why e.g. find the change from £20 for 3 items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long – how much is left when 5 pieces of 1.15m are cut from the roll? 5. Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation 6. Use formal methods to solve multi-step problems <u>Multiplication and Division</u> 7. Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication 8. Divide numbers up to 4-digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context 9. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 10. Identify common factors, common multiples and prime numbers <u>Fractions, Decimals, Percentages, Ratio and Proportion</u> 11. Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities 12. Calculate using fractions, decimals and percentages 13. Compare and order fractions, including fractions >1 14. Use written division methods in cases where the answer has up to 2 decimal places 15. Solve problems which require answers to be rounded to specified degrees of accuracy 16. Recall and use equivalences between simple fractions, decimals and %, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake 17. Solve problems involving the calculation of percentages (e.g. measures, such as 15% of 360) and the use of percentages for comparison 18. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

13. Providing reasoned justifications for their views	12. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 13. Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullet points or tables 14. Ensure the consistent and correct use of tense throughout a piece of writing 15. Proofread for spelling errors, linked to Year 6 spelling statements	<u>Measurement</u> 19. Calculate with measures 20. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places <u>Properties of Shape</u> 21. Compare and clarify 3D and 2D shapes based on their properties 22. Compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals, and regular polygons 23. Find unknown angles in any triangles, quadrilaterals and regular polygons 24. Use mathematical reasoning to find missing angles <u>Position and Direction</u> 25. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes <u>Statistics</u> 26. Interpret and construct pie charts and line graphs and use these to solve problems 27. Calculate and interpret the mean as an average <u>Algebra</u> 28. Substitute values for simple formulae, e.g. perimeter of a rectangle or area of a triangle
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	Their Past, Our Future		Travelling the Ocean		Crime and Punishment in the Local Area	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Evolution and inheritance Why do different species of the same animal look different?	Animals, including humans: circulatory system Is our heart rate always the same? What can affect it?	Light and reflection Why can I hear around corners but not see around them?	Electricity Is it possible to change how loud a buzzer is?	Living things and their habitats How and why do we classify living things?	Making connections Are some sunglasses better than others?
History	World War II Whose lives were changed by World War II?				Independent enquiry What can the census tell us about local areas?	
Geography			Population Why does population change?	Oceans Why do oceans matter?		Independent fieldwork enquiry Can I plan and carry out my own independent enquiry?
Art		Drawing Expressing ideas		Painting and mixed media Artist study		Sculpture and 3D Making memories
DT	Structures Frame structure: Anderson shelters		Mechanical systems Pulleys and gears: Suspension bridges		Electrical systems More complex switches and circuits: Toy linked to The Viewer	
Computing	Computer systems and networks Bletchley Park and the history of computers	Computer systems and networks Exploring AI	Data handling Big data 1	Programming Exploring Python	Data handling Big data 2	Skills showcase Inventing a product
Music	Music for films and television Exploring how music can create emotion	Songs from WW11 Exploring musical processes	Rap Exploring rhythm and lyrics	The music of Africa Exploring pulse and rhythm	Women in music Exploring lyrics and melody	Looking back Performing together

PE	Basketball Gymnastics	Hockey Gymnastics	Tag rugby Dance	Fitness Cricket	Athletics Yoga	OAA Tennis
RE	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
PSHE	Being in My World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Spanish	Clothes in Spanish	School life in Spanish	Household tasks in Spanish	Shopping in Spain	Free time in Spain	Maya city treasure hunt

Year 6 curriculum overview for parents and carers

Science curriculum overview

Autumn 1	Evolution and inheritance Studying patterns in humans and other species, the children will learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, they will learn how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin's finches, they will begin to explain how species evolve and the role of fossil evidence that supports this theory.	Autumn 2	Animals, including humans: Circulatory system and health Studying the human circulatory system, the children will learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They will explore how lifestyle choices affect our health and use secondary sources to help them play the role of healthcare professionals advising patients. They will 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.
Spring 1	Energy: Light and reflection Proving that light travels in a straight line, the children will use this information to explain observations of reflection and shadows. They will explore how our eyes allow us to see and how mirrors can be used in a variety of ways. They will investigate factors affecting the size of shadows and the laws of reflection. The children will apply what they have learned about light by exploring real-life uses of mirrors.	Spring 2	Energy: Circuits, batteries and switches Using their prior knowledge of electrical circuits, the children will learn to draw conventional circuit diagrams and use models to explain current and voltage. They will make their own batteries, relate this to their knowledge of voltage and explore how battery research has impacted other scientific progress. The children will investigate the use of switches and fuses and apply their electrical knowledge to design and produce their own electrical device.
Summer 1	Living things and their habitats: Classifying big and small The children will broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They will discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. The children will use and produce classification keys to sort and identify organisms.	Summer 2	Making connections: Are some sunglasses safer than others? Exploring sun safety, the children will investigate the efficacy of different sunglasses. They will devise enquiries to test light and UV transmissions 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. They will summarise their findings through presentations and advertisements.

Please see the learning journey and long-term plan, which can be found on the website under 'Teaching and Learning: Our Curriculum'

History and Geography curriculum overview

Autumn 1	World War II: What was the impact of World War 2 on the people of Britain? The children will learn about the Second World War in Britain by exploring its causes and the experiences of people during the conflict. They will investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.	Autumn 1	World War II: What was the impact of World War 2 on the people of Britain? Continuation of World War II unit.
Spring 1	Why does population change? The children will examine global population patterns by investigating why some places are more densely populated than others. They will explore the factors that influence population change and migration, and use fieldwork to consider the impact of population on their local environment.	Spring 2	Why do oceans matter? The children will examine the importance of oceans by learning how people use and affect marine environments. They will investigate the Great Barrier Reef, consider the impact of pollution and plastic waste and use fieldwork to explore environmental issues in their local marine environment while identifying ways to make more sustainable choices.
Summer 1	What does the census tell us about local areas? The children will examine how census records can help historians understand the past by making inferences about people's lives in different time periods. They will investigate Victorian jobs, the suffrage movement and the interwar years, while considering how census data has changed over time and evaluating its usefulness and limitations as a historical source.	Summer 2	Independent fieldwork enquiry The children will apply geographical enquiry skills by investigating an issue in the local area. They will develop their own enquiry question, collect and analyse data using chosen methods and present their findings and conclusions.

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Art and DT curriculum overview

Autumn 1	Frame structures: Anderson shelters The children will research Anderson shelters and then develop a simple design to guide the development of their ideas. They will learn how to strengthen and reinforce 3D frameworks. They will critically evaluate their shelter against their design specification.	Autumn 2	Drawing: Expressing ideas Exploring how drawing can be used to express ideas and messages, inspired by a range of street art examples and environmental themes, the children will investigate how artists use perspective, scale and proportion to create impact. They will design and create a street-art-inspired final piece that communicates a message about sustainability and the environment.
Spring 1	Mechanical systems: Suspension bridges The children will learn that mechanical and electrical systems have an input, process and an output. They will see how gears and pulleys can be used to speed up, slow down or change the direction of movement. They will compare the final product to the original design specification.	Spring 2	Painting and mixed media: Artist study Identifying an artist, children will research the life, techniques and artistic intentions of that individual. They will collect ideas in sketchbooks, planning for a final piece and working collaboratively; they will present what they have learnt about the artist.
Summer 1	Electrical systems: More complex switches and circuits When making their toy, the children will consider using electrical systems in their product. They will apply their understanding of computing to program, monitor and control their toy. They will also use technical vocabulary relevant to the project.	Summer 2	Sculpture and 3D: Making memories The children will create a personal memory box using a collection of found objects and hand-sculpted forms to reflect primary school life with symbolic and personal meaning.

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Computing curriculum overview

Autumn 1	Computer systems and networks – Exploring AI The children will explore what AI is, how it generates text, images and code and its ethical implications. They will explain what AI is and its basic functions, identify real-life applications of AI that are commonly used in everyday life, identify how AI understands and processes text and image prompts, generate and refine prompts to achieve the best possible response from AI, identify how AI generates code and how it can be useful in web design, identify how AI can be a useful starting point for a project, explain the key ethical considerations of AI and debate the potential of AI replacing human roles, presenting well-structured arguments.	Autumn 2	Computer systems and networks – Bletchley Park The children will explore code-breaking at Bletchley Park, historical figures in computing, the evolution of computers, designing a computer of the future and creating an audio advert. They will explain that codes can be used for several different reasons and decode messages, explain how to ensure a password is secure and how this works, explain the importance of historical figures and their contribution towards computer science, present information about historical figures interestingly and engagingly, develop an idea for a computer of the future and create a simple design and produce a simple audio advert with simple edits, which demonstrate an understanding of how to use the software
Spring 1	Data handling - Big data 1 The children will explore how data is transmitted and used in everyday technology through barcodes, QR codes, infrared communication and RFID systems. They will explain why barcodes and QR codes were created, follow a QR code treasure trail, explain how infrared can be used to transmit data, explain how RFID works, recall the use of RFID chips, describe real-world uses of RFID, input data and type formulas into a spreadsheet and independently sort and analyse spreadsheet data to conclude customer scenarios	Spring 2	Programming – Exploring Python The children will investigate text-based programming using Python. They will compare Python with block-based code, learn the importance of syntax and indentation, use nested loops to create patterns and debug syntax and logic errors using a systematic approach.
Summer 1	Data handling – Big data 2 The children will investigate how data is transferred, collected and used in connected technologies, including the Internet of Things and smart systems. They will recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software, recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities and make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning.	Summer 2	Skills showcase The children will design an electronic product through coding, debugging and computer-aided design to understand how digital technologies support product development. They will evaluate code, understand what it does and adapt existing code for a specific purpose, debug programs and make them more efficient using sequence, selection, repetition or variables, design appropriate housing for their product using CAD software, including any input or output devices needed to make it work, create an appealing website for their product aimed at their target audience, which explains what their product is and what it does using persuasive language and create an edited video of their project.

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Music curriculum overview

Autumn 1	Music for films and television The children will explore how music can create emotion.	Autumn 2	Songs from World War 2 The children will explore musical processes.
Spring 1	Rap The children will explore rhythm and lyrics.	Spring 2	The music of Africa The children will explore pulse and rhythm.
Summer 1	Women in music The children will explore lyrics and melody.	Summer 2	Looking back The children will perform together.

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PE curriculum overview

Autumn 1	Basketball In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. They will continue to develop their understanding of the importance of fair play and honesty, abiding by the rules, as well as evaluating their own and others' performance. Gymnastics In this unit, children will use their knowledge of compositional principles, e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They will be given opportunities to receive and provide feedback in order to make improvements on performance.	Autumn 2	Hockey In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules. Gymnastics In this unit, children will use their knowledge of compositional principles, e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They will be given opportunities to receive and provide feedback in order to make improvements on performance.
Spring 1	Tag rugby In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby, they will do this by maintaining possession and moving the ball towards the try line to score. Children will continue to develop their understanding of fair play. Dance In this unit children will focus on developing an idea or theme into dance choreography. They will work in pairs or groups using different choreographing tools to create dances, e.g. formations, timing, dynamics. They will think about how to use movement to convey ideas, emotions, feelings and characters.	Spring 2	Fitness In this unit, children will continue to take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Children will be given the opportunity to work at their maximum and improve on their personal fitness levels. Cricket In this unit, children will expand on their knowledge of the different roles of bowler, wicketkeeper, fielder and batter. They will continue to think about how they use skills, strategies and tactics to outwit the opposition. Children will be given opportunities to work in collaboration with others, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
Summer 1	Athletics In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop. Yoga In this unit, children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning will include breathing and meditation. The children will work independently and with others to create their own yoga flows.	Summer 2	OAA In this unit, children will develop a skill set that is transferable to OAA. They will work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children will also be given the opportunity to lead groups and utilise negotiation skills. They will develop map reading skills, learning how to follow a more complex map including the use of controls. Tennis In this unit, children will continue to learn how to select and apply tactics and strategies. They will be given opportunities to lead and officiate, showing honesty and fair play whilst abiding by the rules.

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Spanish curriculum overview

Autumn 1	Clothes in Spanish Consolidating their knowledge of colours while learning vocabulary for items of clothes, and adjectives to describe styles, the children will describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, they will use dictionaries to check the gender of nouns and the correct form of the adjective.	Autumn 2	School life in Spanish Discovering the names of school subjects in Spanish, the children will express their opinions about them. They will use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class will construct their own ideal school day timetable. Finally, they will write a letter to their teacher to describe their perfect day.
Spring 1	Household tasks in Spanish Designing their own robot to complete jobs around the house, the children will describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They will practise giving their opinions about household tasks and justifying their opinions.	Spring 2	Shopping in Spain Visiting a Spanish market, the children will describe the name and location of the different market stalls. They will play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.
Summer 1	Free time in Spain Exploring verb conjugation in the present tense, the children will create a shared travel blog to describe activities that take place in different parts of Spain during each season. They will compare travel plans and explain their preferences.	Summer 2	Maya city treasure hunt Finding about ancient Maya cities and their amazing landmarks, the children will conclude the ancient Maya people. Using descriptive and directional language, they will create and follow clues for a treasure hunt that navigates key landmarks within an Ancient Maya city.

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RE curriculum overview

Autumn 1	Why does religion look different around the world? (Part 1) The children will explore how religious practices can vary by investigating the influence of culture, tradition, migration and interpretation. They will build on their understanding of the Abrahamic religions and consider how beliefs can be expressed differently across communities and contexts.	Autumn 2	Why does religion look different around the world? (Part 2) The children will examine how interpretation influences religious beliefs and practices by exploring the impact of culture, history, geography and tradition. They will investigate why different Buddhist schools have developed, compare a range of practices and reflect on how religion and worldviews can be expressed in diverse ways.
Spring 1	Why is it better to be there in person? The children will investigate the significance of pilgrimages and sacred journeys by exploring why certain places are important to different people. They will examine the experiences and challenges of pilgrimage and consider the value of visiting a place in person compared with learning about it in other ways.	Spring 2	Why is there suffering? (Part 1) The children will explore different responses to suffering by considering ideas about sin, free will and the existence of God. They will analyse stories and texts from a range of worldviews to investigate why some people turn to God during difficult times, while others see suffering as evidence against God's existence.
Summer 1	Why is there suffering? (Part 2) The children will further examine different responses to suffering by exploring stories, texts and beliefs from a range of worldviews. They will consider how people make sense of suffering and investigate how beliefs and values can influence the ways individuals respond to difficult experiences.	Summer 2	What place does religion have in our world today? The children will investigate the diversity of beliefs and worldviews by exploring personal perspectives, census data and digital maps. They will consider what these sources can reveal about religion in society, recognise their limitations and reflect on the importance of freedom of religion or belief and its role in citizenship.

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PSHE curriculum overview

Autumn 1	Being Me in My World <i>Knowledge</i> • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process <i>Social and Emotional Skills</i> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions	Autumn 2	Celebrating Difference <i>Knowledge</i> • Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict <i>Social and Emotional Skills</i> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy
Spring 1	Dreams and Goals <i>Knowledge</i> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are that they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them	Spring 2	Healthy Me <i>Knowledge</i> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risks that this can involve • Know what it means to be emotionally well

	<i>Social and Emotional Skills</i> - Understand why it is important to stretch the boundaries of their current learning - Set success criteria so that they know when they have achieved their goal - Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances - Empathise with people who are suffering or living in difficult situations - Be able to give praise and compliments to other people when they recognise that person's achievements		- Know that stress can be triggered by a range of things - Know that being stressed can cause drug and alcohol misuse <i>Social and Emotional Skills</i> - Are motivated to care for their own physical and emotional health - Are motivated to find ways to be happy and cope with life's situations without using drugs - Identify ways that someone who is being exploited could help themselves - Suggest strategies someone could use to avoid being pressured - Recognise that people have different attitudes towards mental health/illness - Can use different strategies to manage stress and pressure
Summer 1	Relationships <i>Knowledge</i> - Know that it is important to take care of their own mental health - Know ways that they can take care of their own mental health - Know the stages of grief and that different types of loss cause people to grieve - Know that sometimes people can try to gain power or control over them - Know some of the dangers of being 'online' - Know how to use technology safely and positively to communicate with their friends and family <i>Social and Emotional Skills</i> - Recognise that people can get problems with their mental health and that it is nothing to be ashamed of - Can help themselves and others when worried about a mental health problem - Recognise when they are feeling grief and have strategies to manage it - Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control - Can resist pressure to do something online that might hurt themselves or others - Can take responsibility for their own safety and well-being	Summer 2	Changing Me <i>Knowledge</i> - Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Know how a baby develops from conception through the nine months of pregnancy and how it is born - Know how being physically attracted to someone changes the nature of the relationship - Know the importance of self-esteem and what they can do to develop it - Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class <i>Social and Emotional Skills</i> - Recognise ways they can develop their own self-esteem - Can express how they feel about the changes that will happen to them during puberty - Recognise how they feel when they reflect on the development and birth of a baby - Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to - Can celebrate what they like about their own and others' self- image and body-image - Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

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