



YEAR 6 CURRICULUM MAP 2021-2022

Subject/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Flotsam</p> <p>Recounts</p> <p>Take One Book – Street Child</p> <p>Persuasive Writing</p> <p>Spelling (Year 3/4 and 5/6 tricky words) -cious/tious words -fer words + suffix</p>	<p>Poetry</p> <p>Biographies and Autobiographies</p> <p>Fiction from our Literacy Heritage</p> <p>Spelling Homophones + suffixes –able / -ible</p>	<p>Discussion texts</p> <p>Take One Book (Cloud Busting)</p> <p>Poetry – Vocabulary building</p> <p>Spelling -ough words -cial / -tial Prefixes</p>	<p>Narrative workshop</p> <p>Reports</p> <p>Spelling Silent letters Rootwords + prefixes (etymology)</p>	<p>GAPS revision</p> <p>Take One Book (Journey to Johannesburg / Elephant Child)</p> <p>Moral and Cultural</p> <p>Take one Poet – Poetry Appreciation</p> <p>Spelling -ance / -ancy words Hyphenated words</p>	<p>Debating skills</p> <p>Explanation</p> <p>Spelling -ent words -ence words -ency words homophones</p>
Maths	<p>Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and</p>	<p>Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions >1</p>	<p>Number – Decimals Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>Multiply one digit numbers with up to 2dp by whole numbers</p>	<p>Measurement Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units,</p>	<p>Geometry – Properties of shapes Draw 2D shapes using given dimensions and angles</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles,</p>	<p>Post SATS project work</p>

	<p>calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above</p> <p>Number – Addition, Subtraction, Multiplication & Division</p> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long</p>	<p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Associate a fractions with division and calculate decimal fraction equivalents</p> <p>Geometry – Position and Direction</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Use written division methods in cases where the answer has up to two decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Number – Percentages</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>Recall and use equivalence between simple FDP including in different contexts</p> <p>Number – Algebra</p> <p>Use simple formulae</p> <p>Generate and describe linear number sequences</p>	<p>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 3dp.</p> <p>Convert between miles and kilometres</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and</p>	<p>quadrilaterals and regular polygons</p> <p>Recognise angles where they meet on a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Geometry and Statistics</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate the mean as an average.</p> <p>Post SATS Project work</p>	
--	---	---	---	--	--	--

	<p>division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>Consolidation</p>	<p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>extending to other units (mm³, km³)</p> <p>Number – Ratio</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>		
--	--	-----------------------------	---	--	--	--

	Solve problems involving addition, subtraction, multiplication and division.					
Theme Curriculum (inc History, Music Geography & Art)	<p>Monarchy Through Time History</p> <p>I can understand the term monarchy.</p> <p>I can explain why King John was forced to sign the Magna Carta and give three implications of this.</p> <p>I can explore Queen Anne’s reign and the impact of combining Scotland and England to create a single Kingdom.</p> <p>I can list three major changes for Britain in the Victorian era.</p> <p>I can explain how Queen Victorian changed the monarchy.</p> <p>I can compare sources of information, explaining which was</p>	<p>The Rye Over Time History</p> <p>I can plan a historical study of the Rye and its importance.</p> <p>I can explain the impact the Romans had on the Rye.</p> <p>I can give reasons why the River Wye was important in the 11th Century.</p> <p>I can explain the human and environmental impact the housing estate – Newlands – had on the Rye.</p> <p>I can give three reasons as to why the Rye and the River Wye was important for High Wycombe.</p> <p>I can compare sources of information,</p>	<p>Let’s Get Ready to Rumble History</p> <p>I can name and date who identified North America.</p> <p>I can explore the human, economical and physical impacts of the earthquakes in North America.</p> <p>I can explain the impact of ‘the Great San Francisco Quake’ in 1906.</p> <p>Geography</p> <p>I can label the tectonic plates on a world map.</p> <p>I can label North America and five countries within it on a map of the World and America.</p> <p>I can explain how mountain ranges are</p>	<p>Let’s Get Ready to Rumble History</p> <p>I can explore the human, economical and physical impacts of a volcano in North America.</p> <p>Geography</p> <p>I can identify the main places for a volcano and earthquake to happen in North America.</p> <p>I can explain how a volcano is formed and how it erupts due to tectonic plates.</p> <p>Art</p> <p>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.</p>	<p>African Adventure History</p> <p>I can explain the main items traded between Britain and Africa over a period of time.</p> <p>Geography</p> <p>I can label Africa on a map of the World.</p> <p>I can name and label at least 5 African countries on a map of Africa.</p> <p>I can label the seas and oceans bordering Africa.</p> <p>Art</p> <p>I can use my sketchbook to plan, make observations and test materials,</p>	<p>African Adventure History</p> <p>I can explain the transatlantic Slave Trade and how it was abolished.</p> <p>I can explain the events leading up to fair trade.</p> <p>Geography</p> <p>I can list 5 human and physical features of Africa.</p> <p>I can explain the distribution of natural resources in Africa.</p> <p>I can use a globe and an atlas to label my own map.</p> <p>Art</p> <p>I can use my sketchbook to plan, make observations and test materials,</p>

<p>the most useful and reliable and why.</p> <p>Art</p> <p>I can create my own colour wheel using watercolours.</p> <p>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.</p> <p>I can sketch a Portrait of Queen Victoria using sketching pencils, focussing on proportion.</p> <p>I can create an image inspired by David Hockney.</p> <p>I can evaluate my artwork explaining my choices and making suggestions on improvements.</p>	<p>explaining which was the most useful and reliable and why.</p> <p>Geography</p> <p>I can plan a route around the Rye to identify the changes in human and physical features over a period of time.</p> <p>I can use a map to identify the physical and human changes in High Wycombe over a period of time.</p> <p>I can use 8 points of the compass to describe these changes.</p> <p>I can identify at least 8 symbols on an OS map of High Wycombe.</p> <p>I can use 6 figure grid references in my description of High Wycombe.</p> <p>Art</p> <p>I can use my sketchbook to plan, make observations and test materials,</p>	<p>formed due to tectonic plates.</p> <p>I can explain other factors that lead to mountains including human causes.</p> <p>I can explain how an Earthquake is formed due to tectonic plates.</p> <p>Art</p> <p>I can use my sketchbook to plan, make observations and test materials, including sketching and shading.</p> <p>I can create a natural disaster picture inspired by Stephanie Peters using acrylic and canvas.</p> <p>I can evaluate my artwork explaining my choices and making suggestions on improvements.</p>	<p>I can choose my own materials to create a mixed media piece inspired by Willis Polk's architectural designs.</p> <p>I can evaluate my artwork explaining my choices and making suggestions on improvements.</p> <p>Music</p> <p>I can explain the meaning of the words; pitch, duration, dynamics, tempo, timbre, texture and structure.</p> <p>I can experiment with rhythms using the African drums.</p>	<p>including sketching and shading.</p> <p>I can use dye to create my own Batik pattern.</p> <p>I can evaluate my artwork explaining my choices and making suggestions on improvements.</p> <p>Music</p> <p>I can perform African call and response songs.</p> <p>I can work in a group to compose a piece of music using strong rhythms and call and response.</p> <p>I can perform my group composition.</p> <p>YEAR 6 PRODUCTION</p>	<p>including sketching and shading.</p> <p>I can create a painting inspired by Edward Tingatinga.</p> <p>I can evaluate my artwork explaining my choices and making suggestions on improvements.</p> <p>Music</p> <p>I can perform African call and response songs.</p> <p>I can work in a group to compose a piece of music using strong rhythms and call and response.</p> <p>I can perform my group composition.</p> <p>YEAR 6 PRODUCTION</p>
---	---	--	--	---	--

	<p>Music</p> <p>I can discuss the changes in music over different time periods (Renaissance to modern day)</p> <p>I can explain the meaning of the words; pitch, duration, dynamics, tempo, timbre, texture and structure.</p>	<p>including sketching and shading.</p> <p>I can create a close up image of a waterwheel using chalk pastels.</p> <p>I can evaluate my artwork explaining my choices and making suggestions on improvements.</p> <p>Music</p> <p>I can identify when my favourite musical time period was and explain why.</p> <p>I can experiment with rhythms using the African drums.</p>	<p>Music</p> <p>I can research John Williams and explain his impact on music.</p> <p>I can compose a film soundtrack (Earthquakes) using a range of instruments, including the drums.</p>			
Science	<p>Living things and their habitats</p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-</p>	<p>Living things and their habitats</p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-</p>	<p>Light</p> <p>I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>I can explain that we see things because light travels from light</p>	<p>Animals, including humans</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>I can recognise the impact of diet,</p>	<p>Electricity</p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>I can compare and give reasons for variations in how components function, including the</p>	<p>Evolution and inheritance</p> <p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>

	<p>organisms, plants and animals</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>organisms, plants and animals</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>The work of Brunel. STEM investigation project based on the building of bridges.</p>	<p>sources to our eyes or from light sources to objects and then to our eyes</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>exercise, drugs and lifestyle on the way their bodies function</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p> <p>I can use data loggers to measure brightness of lamps.</p> <p>I can use excel to create graphs and charts.</p> <p>I can carry out effective Google searches to find out about Thomas Edison and Michael Faraday</p>	<p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Computing	<p>Creating Media – 3D modelling</p> <p>To use a computer to create and manipulate three-dimensional (3D) digital objects</p> <p>To compare working digitally with 2D and 3D graphics</p> <p>To construct a digital 3D model of a physical object</p>	<p>Computer systems and networks - Communication</p> <p>To identify how to use a search engine</p> <p>To describe how search engines select results</p> <p>To explain how search results are ranked</p> <p>To recognise why the order of results is</p>	<p>Creating media - videos</p> <p>Think critically about how video is used to promote a cause</p> <p>Storyboard an effective advert for a cause</p> <p>Work collaboratively to shoot suitable original footage and source additional</p>	<p>Coding – Design a computer game</p> <p>I can decompose a game into its parts.</p> <p>I can design a game.</p> <p>I can create the artwork for a game.</p> <p>I can write and debug a game.</p> <p>I can present a game.</p>	<p>Coding – Design a computer game</p> <p>I can decompose a game into its parts.</p> <p>I can design a game.</p> <p>I can create the artwork for a game.</p> <p>I can write and debug a game.</p> <p>I can present a game.</p>	<p>Coding - python</p> <p>Learn some of the syntax of a text-based programming language</p> <p>Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list</p>

	<p>To identify that physical objects can be broken down into a collection of 3D shapes</p> <p>To design a digital model by combining 3D objects</p> <p>To develop and improve a digital 3D model</p>	<p>important, and to whom</p> <p>To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p>	<p>content, acknowledging intellectual property rights</p> <p>Work collaboratively to edit the assembled content to make an effective advert.</p>	I can evaluate a game	I can evaluate a game	<p>Plan a text-based adventure with multiple 'rooms' and user interaction</p> <p>Thoroughly debug the program</p>
Online Safety	<ul style="list-style-type: none"> I understand how to stay safe when using social media. I understand why not everyone can be trusted on the internet. 		<ul style="list-style-type: none"> Safer Internet Day I understand what it is acceptable to say on the internet and who will be able to see it. 		<ul style="list-style-type: none"> I can understand why supervision is necessary when using the internet, discussing whether it is necessary for all children to be supervised. I can debate whether it is beneficial for children to be allowed to use a phone before senior school. 	
PE	<p>Tag rugby</p> <p>Passing and receiving ball correctly to and from others.</p> <p>Use skills in taking tags safely from others</p> <p>Moving with the ball without being caught or having tags removed.</p> <p>Passing ball accurately, working well as part of a team.</p>	<p>Hockey</p> <p>To be able to dribble and to understand the process of dribbling</p> <p>To be able to pass the ball accurately and to understand when is best to pass the ball</p> <p>To be able to pass the ball when moving and to shoot correctly.</p>	<p>Fitness</p> <p>To understand what they are capable of achieving with their bodies by gaining a baseline level of fitness</p> <p>To understand the different activities we can do to improve speed, stamina, coordination, agility, performance</p>	<p>Dance</p> <p>Dance based around natural disasters.</p> <p>Volleyball</p> <p>To 'dig' the ball correctly.</p> <p>Practice skill, then move onto short match,</p> <p>To revise 'dig' technique.</p>	<p>Netball</p> <p>Footwork and body position</p> <p>Types of pass</p> <p>Marking of players and running into space.</p> <p>Shooting skills</p> <p>Small sided games using skills taught</p> <p>Athletics</p>	<p>Tennis</p> <p>I can hit the ball consistently well in the centre of a racket.</p> <p>I can hit a ball on my forehand and backhand sides with confidence</p> <p>I can play a game with a partner, ensuring that rallies take place.</p> <p>Athletics</p>

<p>Passing ball accurately, working well as part of a team. Improve strategies.</p> <p>Small sided team games using tags. Non-contact</p> <p>Gymnastics</p> <p>I can perform balances and counter balances correctly</p> <p>I can perform simple rolls, tucks and jumps accurately using travelling to link ideas together.</p> <p>I can perform handstands and headstands safely using support from a peer</p> <p>I can evaluate my own performance and performances of others.</p>	<p>To be able to tackle correctly and to defend properly</p> <p>To evaluate tactics and develop own skills according to strengths and weaknesses</p> <p>To be able to play as part of a team in a hockey match</p> <p>Gymnastics inc vaulting</p> <p>To jump on and off benches safely using take offs, jumps and safe landings</p> <p>To practice simple vaulting skills</p> <p>To develop take offs and shapes formed when jumping e.g. pike, straddle, tuck</p> <p>To demonstrate vaulting techniques</p>	<p>Circuits to practice and develop skills</p> <p>Cooper Run</p> <p>Dance</p> <p>Dance based around natural disasters.</p>	<p>To improve rallies and ball placement.</p> <p>To learn how to 'set' a ball (comes before 'spike')</p> <p>Practice technique and play short match</p> <p>To learn how to serve the ball correctly.</p> <p>Play a short match to build on skills learnt.</p> <p>Introduce tactics and change of server/ rotation/ dig from back of court.</p>	<p>I am able to develop my skills in running, throwing, jumping and team work through athletic activities</p> <p>I am aware of the need to pace myself during these tasks</p> <p>I am able to observe the technique of others and use these ideas to develop my own technique.</p> <p>I can practice the skills needed for Sports Day</p> <p>I am able to measure and use my own pulse rate to develop my own fitness.</p> <p>I can use a suitable hurdling technique</p> <p>I am able to use relay skills to work as a team to make sure that a baton is successfully passed between team mates.</p>	<p>I am able to develop my skills in running, throwing, jumping and team work through athletic activities</p> <p>I am aware of the need to pace myself during these tasks</p> <p>I am able to observe the technique of others and use these ideas to develop my own technique.</p> <p>I can practice the skills needed for Sports Day</p> <p>I am able to measure and use my own pulse rate to develop my own fitness.</p> <p>I can use a suitable hurdling technique</p> <p>I am able to use relay skills to work as a team to make sure that a baton is</p>	<p>I am able to develop my skills in running, throwing, jumping and team work through athletic activities</p> <p>I am aware of the need to pace myself during these tasks</p> <p>I am able to observe the technique of others and use these ideas to develop my own technique.</p> <p>I can practice the skills needed for Sports Day</p> <p>I am able to measure and use my own pulse rate to develop my own fitness.</p> <p>I can use a suitable hurdling technique</p> <p>I am able to use relay skills to work as a team to make sure that a baton is</p>
---	---	---	--	---	---	---

		using soft vault tops Introduce spring board and rotation of vaulting activities			Throwing (javelin, discus, cricket ball etc) Jumping (long jump, triple jump) Running skills including sprinting, long distance	successfully passed between team mates. Throwing (javelin, discus, cricket ball etc) Jumping (long jump, triple jump) Running skills including sprinting, long distance
RE	<p>Diversity in Religions</p> <p><u>Pupil Experience</u> Share their own beliefs/ who they look up to.</p> <p>Identify others and how they are similar or different and explain the meaning of diversity.</p> <p><u>Religious Experience</u> Research the different denominations of Christianity – Anglican, Roman Catholic, Orthodox, Baptist, Quaker, Pentecostal</p> <p>Research the different denominations of Muslims – Sunni, Shi’a and Sufi.</p>	<p>Diversity in Religions</p> <p><u>Religious Experience</u> Research the different denominations of Hinduism – Shiva, Vishnu and Shaktism. Reason the similarities and differences across the denominations and whether they own opinions are similar to any of the denominations.</p> <p><u>Universal Experience</u> Reflect on how the values and different beliefs still ensure that communities live together.</p>	<p>Ethics and Moral Issues</p> <p><u>Pupil Experience</u> Identify what rules they follow (school rules / government rules) and the impact it has on them and others.</p> <p><u>Religious Experience</u> Research the ten commandments and reflect on their value today. (reasoned argument for each of the commandments)</p> <p>Research the teachings from the Qur’an about living together and their value today. (reasoned argument for this)</p>	<p>Ethics and Moral Issues</p> <p><u>Religious Experience</u> Research the Hindu Dharma and reflect in its value today.</p> <p><u>Universal Experience</u> Apply their own values and beliefs to the religious values and reflect whether it is still helpful for the 21st century.</p> <p>Where do our ideas of right and wrong come from?</p>	<p>Natural World</p> <p><u>Pupil Experience</u> Discuss and identify how they believe the universe has been created.</p> <p>Reflect on the differences and share others’ opinions.</p> <p><u>Religious Experience</u> Research the Christian beliefs about the origins of the universe – story of creation.</p> <p>Research and compare Christian, Hindu and Islamic views for the purpose of life.</p>	<p>Natural World</p> <p><u>Religious Experience</u> Debate the differences and similarities to the purpose of life including life and death.</p> <p><u>Universal Experience</u> Research the scientific theories of the creation of the universe.</p> <p>Why does it matter how we treat the world?</p>

	<p><u>Universal Experience</u> Reflect on how the values and different beliefs still ensure that communities live together.</p> <p>Reason challenges to the diversities in communities working together and relate this to modern experiences.</p>	<p>Reason challenges to the diversities in communities working together and relate this to modern experiences.</p> <p>Why are there different views and beliefs in each religion?</p>				
PSHCE	<p>Respectful relationships and online relationships</p> <p>I can discuss my feelings and explain how the feelings of others might be different</p> <p>I can explain the importance of being respectful</p> <p>I can explain why making friends online is dangerous</p> <p>I know why bullying is wrong and why people might choose to bully others</p>	<p>Caring friendships and Families and people who care for me</p> <p>I can explain how friendships change over time I can explain how to communicate with my friends online</p> <p>I can explain how to manage conflict within my friendship group</p> <p>I can explain that all families are different and why this is a positive thing</p> <p>I can identify the pros and cons of communicating with my friends online</p>	<p>Mental health and wellbeing</p> <p>I can identify what mental health means and how it can link to keeping healthy.</p> <p>I can identify ways to manage challenges and changes. I can further describe the range and intensity of my feelings and how to manage complex and conflicting emotions</p> <p>I can identify how things positively or negatively affect my health and wellbeing</p>	<p>Changing adolescent bodies and keeping safe</p> <p>I can describe the kinds of change that happen in life and the feelings associated with this.</p> <p>I can identify the changes that happen at puberty</p> <p>Bodies before, during and after puberty.</p> <p>Change in females during puberty including: menstruation, other physical changes, emotional changes.</p>	<p>Mental health and wellbeing</p> <p>I can identify what mental health means and how it can link to keeping healthy.</p> <p>I can identify ways to manage challenges and changes. I can further describe the range and intensity of my feelings and how to manage complex and conflicting emotions</p> <p>I can identify how things positively or negatively affect my health and wellbeing</p>	<p>First aid and money</p> <p>I can identify how to help somebody who is having an asthma attack. I can give basic life support</p> <p>I can support somebody that is bleeding</p> <p>I can support somebody who is choking</p> <p>I can make an emergency phone call I can give somebody with a head injury support</p>

	<p>I can identify how racism and inequality has a long lasting effect on others</p> <p>I know how to get help if I feel uncomfortable</p> <p>I can explain what a stereotype is and how the media use stereotypes</p>	<p>I can explain how to keep myself and other people safe and where to get help</p>	<p>I can identify how things positively or negatively affect my health and wellbeing</p> <p>I can explain how social media distort reality</p>	<p>Change in males during puberty including: physical changes, emotional changes.</p> <p>Keeping themselves clean during puberty and beyond.</p> <p>I can identify whose job it is to keep me safe</p> <p>How do mammals reproduce?</p>	<p>I can identify how things positively or negatively affect my health and wellbeing</p> <p>I can explain how social media distort reality</p>	<p>I can identify the risks associated with using drugs</p> <p>I can identify how to create a budget</p> <p>I can identify what to do if I ever go over budget</p> <p>I can identify ways to make money.</p>
French	<p>Unit R – Family</p> <p>I can name extended family members</p> <p>I can say how many siblings I have</p> <p>I can discuss household tasks they do and have done</p>	<p>Unit U- Jobs</p> <p>I can discuss household tasks</p> <p>I can name different jobs</p> <p>I can identify different places of work</p>	<p>Unit Q – In France</p> <p>I can sing ‘On the Bridge of Avignon’</p> <p>I can discuss tourist attractions in Paris</p> <p>I can name some popular French foods</p>	<p>Unit P – Actions</p> <p>I can use action verbs correctly</p> <p>I can use the first and third person singular correctly</p> <p>I can use some simple adverbs</p>	<p>Unit T – The Future</p> <p>I can begin to use the future tense</p> <p>I can discuss activities I will be doing this weekend</p> <p>I can discuss what I will be doing tomorrow</p>	<p>Unit S – A Weekend with Friends</p> <p>I can talk about activities I would like to do at the weekend</p> <p>I can express what they would and wouldn’t like to do</p> <p>I can ask others if they would like to do something</p> <p>I can give a reason for accepting or declining an invitation</p>