

Oaks Curriculum Coverage for St Paul's Curriculum 2021-2022

Key – Big Question, Christian and British Values in Action, Enrichment and Entitlement **Focus** Key skills

Term	English	Maths	Science	History & Geography Focus	RE & PSHE	PE	Art, DT & Music
Autumn Term 1 WWII What was life like during WWII?  Christian Value Trust  British Value Rule of Law <u>Rights Respecting School</u> International Day of Democracy 21 st September 21 Articles – 2, 12, 28 and 29 Black History Month October 2021 Articles 2, 8 and 30 World Mental Health Day 10 th October 21 Article 24	Classic Fiction Goodnight Mr Tom – Michelle Magorian (5 weeks) Recount – Biography (2 weeks) Aviatrice (Lit Shed) Jacqueline Auriol Guided Reading- Goodnight Mr Tom – Michelle Magorian	<u>Maths</u> Place Value Addition & Subtraction Multiplication Algebra & Sequences <u>Computing- Unit 6.1</u> Coding 6 weeks Programs- 2Code <u>Unit 6.2</u> Online safety 2 weeks Programs- 2DIY 3D, 2DIY, 2Code, 2Blog (Blogging)	<u>Science</u> Unit: Living things & their habitats - Evolution and Inheritance <u>Knowledge & Conceptual understanding</u> ·Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ·Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ·Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <u>Working Scientifically</u> · Observing and raising questions about local animals and how they are adapted to the environment. · Comparing how some living things adapt to survive in extreme conditions, e.g. cactuses, penguins and camels. • Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	<u>History</u> WWII <i>Have the historic developments in communication all been good for mankind? How have humans communicated through the centuries?</i> How have developments in communication led to challenges for humans? DEBATE: IS SOCIAL MEDIA ALWAYS A GOOD WAY TO COMMUNICATE? Local History study – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (focus on communication) "How has life in Rawtenstall changed since the beginning of WWII?" Who lived in our community who had links with the war? Where was the nearest city to us which was targeted by the Germans? How did people in Rawtenstall have to change how they lived following the war? How was propaganda used to influence people's decisions regarding WWII? Identify and explain propaganda; describe the features of historical events and period of life from the periods studied. DEBATE – DID ANY GOOD COME FROM WW2? Visit from a WW veteran from the Rawtenstall area – explain how their life was changed by the war and how their use of electrical items has developed. Interview an evacuee or someone who 'homed' an evacuee. Trip to Imperial War Museum, Manchester Place events in a chronological framework. Summarise how Britain has had a major influence on the world. Describe a key event from Britain's past using a range of evidence from different sources.	<u>RE</u> Islam What is Hajj and why is it important to Muslims? How have I changed during my life so far? What changes might happen in the future? How do humans change during the journey of life? <u>PSHE</u> Right of the Child- Rights respecting school: What rights do children have? -Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these -Devise Class Charter -Introduce RRS	<u>PE</u> Indoor: RSSP Coach Invasion games Outdoor: Swimming	<u>Art</u> Drawing -Self portraits Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background Work from a variety of sources including observation, photographs and digital images Explore colour mixing and blending techniques with coloured pencils. □ Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <u>DT - Structures</u> Design, make and evaluate a shelter (product) for a family (user) for safety (purpose). Use the correct terminology for tools materials and processes. Use bradawl to mark hole positions. Use hand drill to drill tight and loose fit holes.

				<p align="center">Geography</p> <p>Location/mapping- linked to countries involved in the war</p> <p>Location of European and non-European countries</p> <p>Name and locate cities and counties of the UK</p>			<p>Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures.</p> <p align="center">Music Happy</p>
<p>Autumn Term 2 <i>Could I live in Russia?</i></p> <p align="center"> Christian Value Peace</p> <p align="center"> British Value Individual Liberty</p> <p><u>Rights Respecting Schools</u></p> <p>International Children's Day 20th November 21 Articles 1 and 4</p> <p>Anti – Bullying Week Monday 15th – Friday 19th November Articles 2, 12 and 19</p>	<p>Novel as a theme The Arrival – Shaun Tan (4 weeks)</p> <p>Poetry (Poems with imagery) 2 weeks</p> <p>Flanders Field – John McCrae (2 weeks) *Beyond the Lines- Literacy shed</p> <p>Guided Reading- Skellig – David Almond</p>	<p>Maths Division Fractions, decimals & percentages Statistics Geometry & Area</p> <p>Computing Unit 6.3 Spreadsheet 5 weeks Programs- 2Calculate</p> <p>Unit 6.4 Blogging 5 weeks (Cover for 2 weeks and then for 3 weeks in Spring 1) Programs- 2Blog</p>	<p align="center">Science</p> <p>Unit: Living Things and their habitats - Classification</p> <p align="center">Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. <p align="center">Working Scientifically</p> <ul style="list-style-type: none"> Using classification systems and keys. Identifying [grouping & classifying] some animals and plants in the immediate environment. Researching unfamiliar animals & plants from a broad range of other habitats & ... decide where they belong in the classification system [grouping & classifying]. 	<p align="center">Geography Russia</p> <p align="center"><i>Where in the world is Russia?</i> What is its varying physical/environmental characteristics? How is it similar and different to the UK – population, land use, cities etc.</p> <p>Locate the world's countries, using maps to focus on Europe – including the location of Russia – including their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Summarise how Britain may have learnt from other countries.</p> <p>Use ordnance survey symbols and 6 figure grid references.</p> <p>Answer questions by using a map.</p> <p>Use maps, aerial photographs, to describe what a locality might be like.</p> <p>Identify and name the Arctic and Antarctic Circles.</p> <p>Explain how time zones work and calculate differences around the world.</p> <p align="center">Biomes</p> <p>(Comparative information text of Russia and the UK)</p>	<p align="center">RE Christianity- Incarnation (use the 'digging deeper' section) Was Jesus the Messiah?</p> <p align="center">PSHE Me and My relationships</p> <p>-stand and describe the ease with which something posted online can spread. -Know it is illegal to create and share sexual images of children under 18 years old; -Explore the risks of sharing photos and films of themselves with other people directly or online; -Know how to keep their information private online. -Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; -Understand that all humans have basic emotional needs and</p>	<p align="center">PE Indoor: Net & Wall core task 2.</p> <p align="center">Outdoor: Swimming</p>	<p align="center">Art Painting</p> <p>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify and work with complementary and contrasting colours.</p> <p align="center">Suggested Artists: Kandinsky & Malevich</p> <p align="center">Music Classroom Jazz 2</p>

					<p>explain some of the ways these needs can be met.</p> <ul style="list-style-type: none">-Explain how drugs can be categorised into different groups depending on their medical and legal context;-Demonstrate an understanding that drugs can have both medical and non-medical uses;-Explain in simple terms some of the laws that control drugs in this country.-Understand some of the basic laws in relation to drugs;-Explain why there are laws relating to drugs in this country.-Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;-Describe some of the effects and risks of drinking alcohol.-Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;-Explain how these emotional needs impact on people's behaviour;-Suggest positive ways that people can get their emotional need met.-Understand and give examples of conflicting emotions;-Understand and reflect on how independence and responsibility go together		
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<p>Spring Term 1</p> <p>Maya Mysteries</p>  <p>Christian Value Perseverance</p>  <p>British Value Mutual Respect</p> <p><u>Rights Respecting Schools</u></p> <p>World Religion Day January 16th 2022 Articles 2, 14 and 30</p> <p>Holocaust Memorial Day 27th January 2022 Articles 2, 19, 37 and 39</p> <p>LGTB+ History Month February 2022 Articles 2 and 13</p>	<p>. Explanation texts How is Chocolate made? (3 weeks)</p> <p>Classic narrative poetry – The Highwayman (2 weeks)</p> <p>Guided Reading- Rain Player – David Wisniewski (3 weeks)</p> <p>The Listeners- Walter de la Mare</p>	<p>Maths Negative numbers and number sequences Coordinates & Geometry Calculation Fractions</p> <p>Computing Unit 6.4 Blogging 5 weeks (Complete final 3 weeks of unit from previous half term) Programs- 2Blog</p> <p>Unit 6.5 Text adventures 5 weeks (Complete 3 weeks of unit and carry over to next half term) Programs- 2Code, 2Connect</p>	<p>Science Unit: Animals – Exercise, health and the Circulatory system</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term). Describe the ways in which nutrients and water are transported within animals, including humans. <p>Working Scientifically</p> <ul style="list-style-type: none"> Exploring the work of scientists and Scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<p>History Mayans <i>“Who were the Mayas?”</i> Why is the Maya civilisation considered to be great? What laws did they follow and would we consider these to be fair? What are the similarities and differences between how they lived and how we live? What impact did they leave?</p> <p>Mayans - A non-European society that provides contrast with British History Place features of historical events and people from the past in a chronological framework. Explain differences between similarities and changes between different periods of history. Describe features of historical events and ways of life from different periods.</p> <p>(Cross Curricular writing- Fact file)</p> <p>Build a den</p>	<p>RE Christianity- Gospel (use the ‘digging deeper’ section) What would Jesus do?</p> <p>PSHE Keeping myself safe.</p> <ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; 	<p>PE Indoor: Health related fitness unit</p> <p>Outdoor: Invasion games Y6</p>	<p>Art 3D Mayan Models Shape, form, model and construct from observation or imagination. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.</p> <p>Suggested Artists: Romero Britto – Links to Queen’s Platinum Jubilee Day</p> <p>Music A New Year Carol</p>
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					<ul style="list-style-type: none"> -Explain in simple terms some of the laws that control drugs in this country. -Understand some of the basic laws in relation to drugs; -Explain why there are laws relating to drugs in this country -Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; -Describe some of the effects and risks of drinking alcohol. -Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; -Explain how these emotional needs impact on people's behaviour; -Suggest positive ways that people can get their emotional need met. -Understand and give examples of conflicting emotions; -Understand and reflect on how independence and responsibility go together. 		
<p>Spring Term 2</p> <p><i>Mayan Mysteries</i></p>  <p>Christian Value Compassion</p>  <p>British value Individual Liberty</p>	<p>Detective/Crime (Suspense) Francis Literacy Shed (2 weeks)</p> <p>Alma (2 weeks)</p> <p>Persuasion (2 weeks)</p>	<p>Maths Ratio & Proportion Statistics 2D & 3D shape Perimeter, area & volume Algebra</p> <p>Computing Unit 6.5 Text adventures 5 weeks (Carried over from previous half term- complete final 2 weeks of unit.)</p> <p>Programs- 2Code, 2Connect</p>	<p>Science Unit: Electricity</p> <p><u>Knowledge & Conceptual understanding</u></p> <ul style="list-style-type: none"> ·Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ·Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. ·Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. <p><u>Working Scientifically</u></p>	<p>History</p> <p><i>Why did the Mayans suddenly disappear? What does the evidence suggest? What caused the Maya to migrate?</i></p> <p>Mayans – A non-European society that provides contrast with British History Place features of historical events and people in a chronological framework. Summarise the main events from a period in history. Explain differences between similarities and changes between different periods of history. Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'</p>	<p>RE Christianity-Salvation (use the 'digging deeper' section) What did Jesus do to save human beings?</p> <p>PSHE Rights and responsibilities</p> <ul style="list-style-type: none"> -Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; -Describe the language and techniques that 	<p>PE Indoor: RSSP Coach Gymnastics</p> <p>Outdoor: Target games - Dodgeball</p>	<p>DT – Food Design, make and evaluate a hot chocolate drink</p> <p>Skills Weigh and measure using scales. Select and prepare foods for a particular purpose. Work safely and hygienically. Develop understanding of a healthy diet (using the eatwell plate) and apply in their ingredient choices. Use a range of cooking techniques.</p>

<p><u>Rights Respecting School</u></p> <p>World Book Day 3rd March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8th 2022 Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22nd 2022 Articles 2, 8 and 30</p>		<p>Unit 6.6. Networks 3 weeks Programs- 2Connect (mind maps), writing templates.</p>	<ul style="list-style-type: none"> •Systematically identifying [testing] the effect of changing one [thing] component at a time in a circuit. •Designing and making [Create / Invent / Design] a set of traffic lights, a burglar alarm or some other useful circuit. 	<p>Describe the results of historical events, situations and changes e.g. the impact on people's lives Evaluate sources and make inferences</p> <p>ELE- Mayan day (Historic Workshops in school visit)</p> <p>Geography</p> <p>Comparison of UK with Mayan areas/settlements Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.</p>	<p>make up a biased report; -Analyse a report also extract the facts from it. -Know the legal age (and reason behind these) for having a social media account; -Understand why people don't tell the truth and often post only the good bits about themselves, online; -Recognise that people's lives are much more balanced in real life, with positives and negatives. -Explain some benefits of saving money; -Describe the different ways money can be saved, outlining the pros and cons of each method; -Describe the costs that go into producing an item; -Suggest sale prices for a variety of items, taking into account a range of factors; -Explain what is meant by the term <i>interest</i>. -Recognise and explain that different jobs have different levels of pay and the factors that influence this; -Explain the different types of tax (income tax and VAT) which help to fund public services; -Evaluate the different public services and compare their value. -Explain what we mean by the terms voluntary, community and pressure (action) group; -Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. -Explain what is meant by living in an</p>	<p>Join and combine a widening range of ingredients. Know where and how ingredients are grown and processed.</p> <p>Music You've got a friend.</p>
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					environmentally sustainable way; -Suggest actions that could be taken to live in a more environmentally sustainable way.		
<p>Summer Term 1 <i>Where did our clothes come from in the past?</i></p>  <p>Christian Value Forgiveness</p>  <p>British Value Tolerance and Rule of Law</p> <p><u>Rights Respecting School</u></p> <p>Mental Health Awareness Month May 2022 Article 24</p>	<p>Flashbacks/Time shift The 1000 Year Old Boy – Ross Welford (3 weeks)</p> <p>Discussion (2 weeks)</p>	<p>Maths Place value Addition & Subtraction Multiplication & Division Fractions Measures Algebra</p> <p>Computing Unit 6.7 Quizzing 6 weeks Programs- 2Quiz, 2DIY, Text toolkit, 2Investigate.</p>	<p>Science Unit: Light – How Light Travels</p> <p><u>Knowledge & Conceptual understanding</u></p> <ul style="list-style-type: none"> -Recognise that light appears to travel in straight lines. -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. -Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form). -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> -Deciding [observe/explore] where to place rear-view mirrors on cars. -Designing and making [Create / Invent / Design] a periscope and using the idea that light appears to travel in straight lines to explain how it works. -Investigating the relationship [looking for patterns] between light sources, objects and shadows by using shadow puppets. 	<p>History</p> <p>How have trends changed through the ages? Who invented clothes? What types of fabric are our clothes made from and how are these produced? What are the stages of clothes production? How has this changed through time? What influenced these changes?</p> <p>Describe and explain significant aspects of non-European societies as well as settlements in Britain</p> <p>Discuss how Britain has influenced and been influenced by the wider world</p> <p>Describe aspects of cultural, economic, military, political, religious and social history</p> <p>Produce structured work that makes connections, provides contrasting evidence and analyses trends</p> <p>Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.</p> <p>Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales</p> <p>Geography Trade links/America/human geography/physical geography</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use models and maps to discuss land shape i.e. contours and slopes</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news</p>	<p>RE Buddhism</p> <p>What do we mean by a 'good' life?</p> <p>Where do I find happiness? How do I cope with the bad aspects of life? What does a 'good' life mean to me? What ingredients are needed for a good life? What makes us truly happy? What is true contentment? What does contentment look like? What can we do to improve the quality of our lives?</p> <p>PSHE Being my best.</p> <p>-Explain what the five ways to wellbeing are; -Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. -Identify aspirational goals; -Describe the actions needed to set and achieve these. -Present information they researched on a health</p>	<p>PE Indoor: Dance</p> <p>Outdoor: Striking & Fielding- Cricket</p>	<p>DT - Textiles</p> <p>Design, make and evaluate a recycled T-shirt for own use for a fashion show</p> <p>Use the correct vocabulary appropriate to the project.</p> <p>Create 3D products using patterns pieces and seam allowance. Understand pattern layout.</p> <p>Decorate textiles appropriately (often before joining components).</p> <p>Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). Combine fabrics to create more useful properties. Make quality products</p> <p>Music Music and Me.</p>

				<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.</p>	<p>and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. -Identify risk factors in a given situation (involving alcohol); -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; -Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. -Recognise what risk is; -Explain how a risk can be reduced; -Understand risks related to growing up and explain the need to be aware of these; -Assess a risk to help keep themselves safe</p>		
<p>Summer Term 2 <i>What was life like for the cotton factory workers?</i></p>  <p>Christian Value Thankfulness</p>  <p>British value Democracy</p> <p><u>Rights Respecting School</u></p> <p>World Refugee Day 20th June 2022 Articles 10 and 22</p>	<p>Novel as a theme Wonder - R J Palacio (4 weeks)</p> <p>Free Verse poems (2 weeks)</p>	<p>Maths Number & Place Value Calculating Fractions, decimals & percentages Volume & capacity Properties of shape Statistics</p> <p>Computing Unit 6.8 Understanding Binary 4 weeks Programs- 2Connect(mind map), 2Question (Binary databases), writing templates, 2Code.</p>		<p>History (Local history) Cotton Famine</p> <p>How significant was the Lancashire Cotton Industry for the people of Lancashire? What was the Industrial Revolution? What effect did the Industrial Revolution have on Lancashire?</p> <p>Trip to cotton museum/cotton mill – Helmshore Textile Museum</p> <p>Geography Local area</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Relate different maps to each other and to aerial photos. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols.</p>	<p>RE Christianity- Kingdom of God (All Y6 to visit Manchester Cathedral) What kind of King is Jesus?</p> <p>PSHE Growing and changing.</p> <p>-Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change. -Understand that fame can be short-lived; -Recognise that photos can be changed to match society's view of perfect;</p>	<p>PE Indoor: Striking & Fielding-rounders</p> <p>Outdoor: Athletic activities</p>	<p>Art Printing Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.</p> <p>Suggested Artists: Andy Goldsworthy Focus- Photography and land art (Forest School links)</p> <p>DT - Mechanisms</p>

				<p>Know that different scale OS maps use some different symbols</p> <p>Water cycle and local river study</p>	<ul style="list-style-type: none"> -Identify qualities that people have, as well as their looks. -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people. -Understand the risks of sharing images online and how these are hard to control, once shared; -Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; -Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. -Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; -Understand what FGM is and that it is an illegal practice in this country; -Know where someone could get support if they were concerned about their own or another person's safety. -Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe. -Identify the changes that happen through puberty 	<p>Design, make and evaluate a working water wheel</p> <p>Develop a technical vocabulary appropriate to the project.</p> <p>Use mechanical systems such as cams, pulleys and gears.</p> <p>Use electrical systems such as motors.</p> <p>Program, monitor and control products using ICT</p> <p>Music Reflect, rewind and replay. (Y6)</p>
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					<p>to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; -Know the legal age of consent and what it means -Explain how HIV affects the body's immune system; -Understand that HIV is difficult to transmit; -Know how a person can protect themselves from HIV.</p>		
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