

End of Year Framework

Year 6



The Humanities

	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
History Victorians (1837) WW1 (1914) and WW2 (1939)	<p>Chronology</p> <p>Interpretation and Reasoning</p> <p>Continuity and Change</p> <p>Significant Figures, Monarchy and Rulers</p> <p>Enquiry</p> <p>Local History</p> <p>Invasion, Conflict, Trade and settlement</p> <p>Significant Individuals, Monarchy and Rulers</p> <p>Charles Dickens Winston Churchill Queen Victoria Anne Frank Hitler Starling</p>	<ul style="list-style-type: none"> I use key knowledge of a local history study. (a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality). I can demonstrate knowledge of a key theme or aspect in British History that extends their chronological knowledge beyond 1066. (the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain). Themed unit could be Tyranny, Trade, Power, Crime and Punishment. I use dates and a wide range of historical terms in my work to sequence events and periods in time. I develop a secure knowledge of the events and periods of time I have studied throughout school. I examine and compare different beliefs, behaviours and characteristics of people, recognising that not everyone shares the same opinion. I recognise that some events, people and changes are judged as more significant than others. I regularly address and devise historically valid questions and hypotheses. 	<ul style="list-style-type: none"> I analyse, link and contrast within and across different periods of time, including short and long term scales. I recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together in a fluent account. I can discuss and debate historical issues, using contrasting evidence and opinions. I can use appropriate vocabulary when discussing and explaining historical events. I choose the best way to communicate different historical findings. 	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years traditional view attitudes variety of sources different experiences this source suggests that.. I can infer that.. impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology</p> <p>Victorians The Industrial Revolution child labour mills/factories reformers legislation slums epidemics represent Native Americans culture stereotype diversity</p> <p>WW1 and WW2 20th century World War I World War II trench war recruit alliance Blitz Home Front morale democracy Parliament vote suffrage Houses of Parliament</p>

	Key Subject Concepts	Enquiry Questions	Knowledge	Skills	Key Vocabulary
RE Discovery RE Christianity Islam	Community	What is the best way for a Muslim to show commitment to God?	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.	I can show an understanding of why people show commitment in different ways.	Five Pillars Zakah Sawm Qu'ran Hajj
	Traditions and Symbols			I can think of some ways of showing commitment to God that would be better than others for Muslims.	
	Faith and Worship	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.	Incarnation Crib Carols
	Values, Morals and Ethics			I can explain that people may celebrate Christmas in different ways.	
	Spirituality			I can express the feelings I have when I think about situations or things I would like to last forever.	
		Is anything ever eternal?	I can make links between different Christian beliefs and their views on whether anything is ever eternal.	I can reflect on my own beliefs about whether anything is eternal.	Agape Ten Commandments
		Is Christianity still a strong religion 2000 years after Jesus was on Earth?	I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	<p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD Ten Commandments
	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah	
	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2	I can explain two different Muslim interpretations of Jihad.	<p>I can give examples of times when I misinterpreted something.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>		

	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Geog Mountains, volcanoes, earthquakes Natural Resources	Location knowledge Place knowledge Human and physical processes Communities, Movement and Settlements Environment	<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. I can locate and name some of the world's famous mountains and volcanoes. I can describe how volcanoes and earthquakes are created. I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. To describe how we can make changes to look after the planet e.g. sustainability. 	<ul style="list-style-type: none"> I can use digital/computer mapping to locate countries and describe features studied. I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can use fieldwork to present the human and physical features in the local area. I can use digital technologies to present the human and physical features in the local area. 	Mountains volcanes Earthquakes Energy Food Minerals Waer Sustainability digital/computer mapping Map symbols and keys Ordnance survey maps Interdependent Interconnected

The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Science</p> <p>Kent Science Scheme – Drive</p>	<ul style="list-style-type: none"> <li style="background-color: red; color: white; padding: 2px;">Creativity <li style="background-color: orange; padding: 2px;">Questioning <li style="background-color: yellow; padding: 2px;">Hypothesis <li style="background-color: green; padding: 2px;">Predicting <li style="background-color: cyan; padding: 2px;">Exploring Variables <li style="background-color: blue; padding: 2px;">Developing Experiments <li style="background-color: darkblue; padding: 2px;">Analysing and Presenting Data <li style="background-color: purple; padding: 2px;">Drawing Conclusions <li style="background-color: magenta; padding: 2px;">Adaptations and Forward Thinking 	<p>Animals, including Humans:</p> <ul style="list-style-type: none"> • I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • I recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions. • I can describe the ways in which nutrients and water are transported within animals, including humans. <p>Electricity:</p> <ul style="list-style-type: none"> • 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. • I can 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. • I use recognised symbols when representing a simple circuit in a diagram. <p>Evolution and Inheritance:</p> <ul style="list-style-type: none"> • I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Light:</p> <ul style="list-style-type: none"> • I recognise that light appears to travel in straight lines. • I 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. • I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • 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>Living things and their habitats:</p> <ul style="list-style-type: none"> • I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • I can give reasons for classifying plants and animals based on specific characteristics. 	<p>Hypothesis:</p> <ul style="list-style-type: none"> • I can evaluate prior knowledge and learning to build and develop hypotheses. <p>Experiments:</p> <ul style="list-style-type: none"> • I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. <p>Recording Data:</p> <ul style="list-style-type: none"> • I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs. <p>Conclusions:</p> <ul style="list-style-type: none"> • I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • I can identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Classifying, characteristics, subdivisions, Blood, heart, arteries, veins, capillaries, ventricle, aorta, atrium, auricle, pulmonary, blood vessels.</p> <p>Fossils, evolution, inheritance, offspring, genes, DNA, natural selection, characteristics, selective breeding.</p> <p>Light, eye, cornea, pupil, iris, lens,</p> <p>Voltage, cells, components, series circuits.</p>

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
Computing Teach Computing www.teachcomputing.org Drive	<div style="background-color: red; color: white; padding: 5px; text-align: center;">Computer Systems and Networks</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Programming</div> <div style="background-color: green; padding: 5px; text-align: center;">Multimedia</div> <div style="background-color: magenta; padding: 5px; text-align: center;">Handling Data</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)</p> </div>	<div style="background-color: red; padding: 2px;">Computer Systems & Networks</div> <ul style="list-style-type: none"> I know how internet search engines work. I can identify the benefits and negatives of digital communication. <div style="background-color: yellow; padding: 2px;">Programming</div> <ul style="list-style-type: none"> I understand the term 'deconstruct'. I can explain each of the steps in my algorithm. I can analyse and debug complex algorithms. <div style="background-color: green; padding: 2px;">Multimedia</div> <ul style="list-style-type: none"> I know a range of software and can select the appropriate software to match the purpose. I know that the audience atmosphere and structure need to be considered when planning a particular outcome. I know the features of an effective website and use this to review existing websites considering its structure. I can explain what animation is and can relate animated movement with a sequence of images. <div style="background-color: magenta; padding: 2px;">Handling Data</div> <ul style="list-style-type: none"> I know how to construct formulae and apply them to data. I know a range of ways that spreadsheets can be used including for real-world actions. 	<div style="background-color: red; padding: 2px;">Computer Systems & Networks</div> <ul style="list-style-type: none"> I can identify how to use a search engine effectively. I can describe how search engines select results. I can explain how search results are ranked. I can recognise why the order of the results is important, and to whom. I can recognise how we communicate using technology. I can evaluate different methods of online communication. I understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. I am discerning in evaluating digital content. <div style="background-color: yellow; padding: 2px;">Programming</div> <ul style="list-style-type: none"> I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. I can use complex algorithms to write programs which can be transferred to physical outputs (Crumbles). I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output. I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <div style="background-color: green; padding: 2px;">Multimedia</div> <ul style="list-style-type: none"> I can create a web page including inserting hyperlinks. I can use technology to insert and manipulate shapes to design a 3D model. <div style="background-color: magenta; padding: 2px;">Handling Data</div> <ul style="list-style-type: none"> I can use spreadsheets to collect, organise, sort and display data. I can use formula to complete calculations to answer questions on the data entered. I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	Protocols Domain name Packets Public Private Collaboration HTML	Predict Plan Test and review Program Selection variable Count controlled loops Conditions	Hyperlinks CAD Modelling 2D 3D Viewpoint Net Polygon 3D printing	Column Cells Rows Formula Sum Range Calculate Analyse Spreadsheet value

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
DT	Design	Design: I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	I can apply my understanding of computing to program, monitor and control my products.	<ul style="list-style-type: none"> ● Assemble ● Construction ● Construction ● Diet ● Decay ● Design ● Electrics ● Fresh Foods ● Growth ● Hygiene ● Healthy ● Harvest ● Ingredients ● Measurement /Measure ● Materials ● Models ● Nutrition 	<ul style="list-style-type: none"> ● Prototypes ● Purposeful ● Product ● Plan ● Preparation ● Recipe ● Safety ● Seasonality ● Shaping ● Sketch ● Structures ● Technology ● Tools ● Templates ● Unhealthy ● Varied ● Weighing
	Make	prototypes, pattern pieces and computer-aided design.			
	Innovate	Make: I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	I can use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		
	Adapt				
	Evaluate	Evaluate: I can critically analyse my work based on the design criteria, and suggest multiple improvements.	Focus skills:		
	Functionality	Technical Knowledge: I can understand how key events and individuals in design and technology have helped shape the world.	1. Mechanical systems - gears (computer programming)		
	Nutrition		2. Sewing.		
	Problem Finding	Cooking and Nutrition: I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	3. Cooking - seasonality (Seasonally appropriate meals).		

The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
Art	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Value</p> <p>Space</p> <p>Colour</p> <p>Texture</p> <p>Pattern</p> <p>Exploration and expression</p> <p>Critical thinking and language</p>	<ul style="list-style-type: none"> • They can understand which colour, shade and tone works well in their own work and can explain why. • They know, can show and explain a variety of art techniques to others. • They are able to name a variety of artists and different art movements and can comment on its influence and impact on history and culture. • They can talk about similarities and differences between different art movements and can explain how and why this is. • They can talk about great artists, architects and designers in history. 	<ul style="list-style-type: none"> • They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style. • They draw for a sustained period of time over a number of sessions working on one piece. • They work in a sustained and independent way to develop their own style of painting through colour, tone and shade. • They collect and record visual information from different sources, plan and execute how to join parts of the sculpture and annotate their work. • They demonstrate experience in a range of printmaking techniques and develop their own style using mixed media. • They confidently improve their mastery of art and design techniques, including printmaking, painting and sculpture, batik and mixed media with a range of materials (for example, pencil, charcoal, paint, clay). • They use different techniques for different purposes in their own work, understanding which works well and why. • They adapt their work according to their views and describe how they might develop it further, annotating their work. • They begin to solve problems as they occur independently. • They confidently use technical artistic vocabulary and record planning, experimenting and evaluating in sketchbooks. 	<p>Line</p> <p>width</p> <p>length</p> <p>height</p> <p>mark</p> <p>people</p> <p>objects</p> <p>Artist</p> <p>Primary colour</p> <p>Secondary colour</p> <p>create</p> <p>design</p> <p>construct</p> <p>represent</p> <p>cut</p> <p>stick</p> <p>join</p> <p>wrap</p>	<p>weave</p> <p>media</p> <p>medium</p> <p>material</p> <p>tool</p> <p>brush</p> <p>Shape</p> <p>negative</p> <p>positive</p> <p>Form</p> <p>Value</p> <p>Space</p> <p>Colour</p> <p>Texture</p> <p>Pattern</p> <p>Explore</p>

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Music Charanga: https://charanga.com/site/log-in/ Happy You've Got a Friend Music and Me	Appraising Singing and Playing Composition and improvisation Performing Notation	<ul style="list-style-type: none"> To listen to a piece of music and talk about the story it tells, linking their ideas to the musical characteristics (lyrics, instruments, structure) To identify the groups of instruments that can be heard in a piece of music. To discuss the structure of a given piece. To develop an understanding of the history of music. To use their voices with increasing accuracy, fluency, control and expression. To begin to sing in harmony. (3rd, 5th). To be confident singing solo or in a pair. To use a staff and notation to record a composition. To play an instrumental part of a piece with fluency, confidence and expression. To select and use their own instruments that they have previously learnt to play. To know names of some well-known improvising musicians. To know a composition has a pulse, rhythm and pitch that work together shaped by tempo, dynamics, texture and structure. To compose short passages using similar themes. When performing, communicate a given idea, thought or feeling about the song/music. 	<ul style="list-style-type: none"> To talk about how the music makes you feel, using musical language to describe the music. To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To choose how to record a composition that recognises the connection between sound and symbol (pictorial/graphic notation). To use ICT to organise my musical ideas. To demonstrate imagination and confidence in the use of sound. To compose by developing ideas within a range of given musical structures. To discuss and talk musically about a performance- what went well? and 'it would have been even better if...?' 	Happy: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo. You've Got a Friend: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony Music and Me: Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music

Communication and Language

Communication and Language	Key Subject Concepts	Knowledge	Skills	Key Vocabulary (Mechanics)
MFL Y5 HJ Scheme – Drive On holiday Eating out Hobbies A school trip Seasons The environment	Speaking and listening Reading Writing and Grammar Intercultural understanding	Year beginning 2022-2023: <ul style="list-style-type: none"> Know how to conjugate and use the simple past tense in the first and third person singular. eg: I saw, I went and it had. Use some simple sentence structures with increasing confidence that differ from English sentence structures in writing. Know some of the key figures in French history who made an impact on France, studying different men and women from the past. 	<ul style="list-style-type: none"> Understand unfamiliar language in context when someone else is speaking, including noticing the difference between determiners, recognising that nouns have irregular plurals and adjectives' endings often change to match the noun they are describing. Read unfamiliar words and phrases with greater accuracy and join in with conversations using complex sentences. Build the confidence to read aloud clearly with expression. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<ul style="list-style-type: none"> in im ain aim ein eim yn ym i y î o ô au eau ay = e è ê ë i ai a aï i (before vowel) = y il ill ll oo = ou oû où - Use the correct article to match the gender of a noun. eg: mon/ma/mes, le/la/les - Nouns with irregular plurals - Revision of first and third person verbs

Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
Lifeskills	<p>I notice when I am feeling anxious or stressed and know how to cope with these feelings.</p> <p>I know some things that can affect a person's mental health.</p> <p>I know the difference between being healthy and having an "ideal" body type.</p> <p>I know how to act appropriately and respectfully in different environments.</p> <p>I understand the concepts of justice and injustice and the need for rules and laws.</p> <p>I know that anyone can feel boredom, isolation or loneliness - whether or not they have people with them.</p>	<p>I am aware of my own mental health and can self-direct time for relaxation if needed.</p> <p>I am aware that hormones might play a part in my mood and I try to regulate it.</p>	<p>I understand the importance of looking after your own money and the concept of a bank account.</p> <p>I know that in order to live in a house you must pay rent/a mortgage.</p> <p>I understand the concept of debt.</p> <p>I understand different types of careers. I have ideas as to what I would like to become and how to do that.</p> <p>I have an understanding of the dangers of drugs/alcohol.</p> <p>I know how MPs are elected and the job that they do (passing laws, debating issues etc.).</p> <p>I can name the main political parties in the UK.</p>	<p>I can describe issues online that might make me or others feel sad, frightened or uncomfortable.</p> <p>I know and can give examples of how I might get help, both on and offline.</p> <p>I know that everyone's bodies are different and that what we see on social media may not represent reality.</p> <p>I can explain how I am developing a reputation (online and offline) which will allow other people to form an opinion of me.</p> <p>I have a plan both in school and at home of what to do if there was a fire.</p> <p>I know how to cross a road safely where there are parked cars.</p>	<p>I can identify when someone else needs space or time to reflect and I am able to respect this person's needs.</p> <p>I will approach adults at the appropriate time to discuss something when I feel an injustice has occurred.</p> <p>I can explain the difference between boredom, isolation and loneliness.</p> <p>I can identify strategies to reduce loneliness.</p>	<p>I can self-direct my time independently (knowing when to complete homework/go to bed).</p> <p>I can ensure my uniform is presented well.</p> <p>I can tie a tie in preparation for secondary school.</p>	<p>I understand that people can respond to death with a range of emotions.</p>	<p>I can select different strategies to limit the impact of technology on my health (e.g. using night mode, taking regular breaks, using correct posture, or prioritising sleep, diet and exercise).</p> <p>I will actively seek to lead by example during a fire drill to show younger children how they should be acting.</p> <p>I can plan the safest route to a destination, taking into account road types and crossings.</p>

Mental Wealth & Physical Health	Knowledge	Skills
E-Safety	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> • I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. • I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need. <p>Online Relationships:</p> <ul style="list-style-type: none"> • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). <p>Online Reputation:</p> <ul style="list-style-type: none"> • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation. <p>Online Bullying:</p> <ul style="list-style-type: none"> • I can identify a range of ways to report concerns both in school and at home about online bullying. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’). <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I can explain the importance of self-regulating my use of technology. • I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). <p>Privacy and security:</p> <ul style="list-style-type: none"> • I know what to do if my password is lost or stolen. • I can explain what app permissions are and can give some examples from the technology or services I use. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing). <p>Copyright and ownership:</p> <ul style="list-style-type: none"> • I can demonstrate the use of search tools to find and access online content which can be reused by others. 	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> • I can challenge and explain why it is important to reject inappropriate messages about gender online. <p>Online Relationships:</p> <ul style="list-style-type: none"> • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends. <p>Online Bullying:</p> <ul style="list-style-type: none"> • I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can use search technologies effectively. • I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important. • I can identify, flag and report inappropriate content. <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> • I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). <p>Privacy and security:</p> <ul style="list-style-type: none"> • I use different passwords for a range of online services and describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). <p>Copyright and ownership:</p> <ul style="list-style-type: none"> • I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>PE</p> <p>TLG PE</p> <p>tlg-pe.co.uk</p> <p>Athletics</p> <p>Rounders</p> <p>Hockey</p> <p>Handball</p> <p>Netball</p> <p>Gymnastics</p> <p>Tennis</p> <p>Dodgeball</p> <p>Cricket</p> <p>Handball</p> <p>Tag Rugby</p> <p>*Top Up Swimming*</p>	<p>Fitness</p> <p>Dance</p> <p>Gymnastics</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>OAA</p> <p>Fundamental Movement Skills</p>	<ul style="list-style-type: none"> I can understand and explain the rules in Sports I can understand how others may feel when winning and losing in a competitive environment. I understand tactics and compositional ideas in team sports. I know how sport benefits fitness and also helps my overall wellbeing in later life. I know how different activities promote stamina, power, control and wellbeing. 	<ul style="list-style-type: none"> I can strike a ball with a range of bats for accuracy and distance I can demonstrate stamina I can swim 25m unaided. I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). I can perform safe self-rescue in different water-based situations. I can link together actions so that they flow- in running, jumping, throwing and gymnastics activities. I understand scoring and can confidently keep score. I can demonstrate the ability to evaluate the performance of myself and others. 	<p><u>Games</u> Striking, implement, rules, umpire, strategy</p> <p><u>Gymnastics</u> Consistency, audience, link, vault, spring</p> <p><u>Dance</u> Accompaniment, clarity, fluency, accuracy, consistency, interpret</p> <p><u>Athletics</u> Compete, improve personal best, stamina</p> <p><u>OAA</u> Overcome problems, safety, danger, leadership</p>