

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question	Who was in charge, how did the rule and what impact did this have? When did WW2 start and end?	What impact did the Blitz have on the UK?	What was it like to be evacuated during WW2?	What impact did food rationing have on families?	What impact did clothes rationing have on families?	Who was Anne Frank and what impact did she have?	Is it fair that some people were sent to concentration camps? Can you think of any similarities between the holocaust and events happening in the world today?	When did WW2 end and how did people celebrate?		
	Skills	I can place historical events (using dates) in chronological order on a timeline making links to events we have studied	I can select and use the most appropriate sources of evidence to gather information and recognise bias	I can select and use the most appropriate sources of evidence to gather information and recognise bias. I can make assumptions and ask questions about historical periods based on evidence.	I can make comparisons between different historical periods	I can gather information and recognise bias	I can use dates and abstract historical terms to critically analyse historical events	I can use dates and abstract historical terms to critically analyse historical events	I can make assumptions and ask questions about historical periods based on evidence		
	Knowledge	I know that Chamberlain declared war on Germany. I know when WW2 started and ended	I know what the impact of the Blitz was on children in UK?	I know what it was like to be evacuated in WW2. Is it fair that children were evacuated?	I know what impact food rationing had on families	I know what impact clothes rationing had on families	I know who Anne Frank was and what impact she has had	I know that some people were sent to concentration camps and why	I know when WW2 ended and how people celebrated		
Writing	Activity	Neville Chamberlain's speech Timeline of key events	Classroom Blitz, variety of Blitz sources (diaries from Blitz victims, photos, video and audio clips, newspaper, account from German bomber etc). Recognising bias. Write about impact of Blitz. Consider things like impact on city, countryside	Evacuation walk, looking at photos Link to Literacy - story about being evacuated?	Recap/research WW1 food rationing. On to research WW2 food rationing. Comparison table	Propaganda poster	Anne Frank comprehension in reading lesson, watch clips, read extracts, photos etc Link to Literacy - diary from Anne Frank's perspective	Link to British Values and PSHE - fairness and tolerance	VE Day celebration - waiting, singing, baking, ration book, dress up, end of war speech		
		Introduce book 'Put out the Light' Plan story	Write story	Evacuation story	Evacuation story	Facilitate on Winston Churchill (significant person)	Diary of Anne Frank	Diary of Anne Frank	Assessments		
		I can use commas	I know how to use commas to make the meaning clear	I know how to use hyphens to make the meaning clear	I know how to use hyphens to create compound adjectives	I know why hyphens are used	I know how to use commas, dashes and brackets to show parenthesis				
Reading		icious/fious	cial/lial	Ant/ent	ance/ancy	ence/ency	ible/able	bly/ably			
		The Baking Battle (F)	Dare to Dance(NF)	The Old Photograph (F)	The Great Wall of China(NF)	Lost Dog (P) The Gentleman in Grey(P)	Kite Flight (P) A Night with a Wolf (P)	The perfect photo (F)	Assessments		
		Number: Place Value	Number: Place Value	Number: Addition, Subtraction, Multiplication and Division	Number: Addition, Subtraction, Multiplication and Division	Number: Addition, Subtraction, Multiplication and Division	Number: Addition, Subtraction, Multiplication and Division	Number: Addition, Subtraction, Multiplication and Division	Assessments		
Science	Question	What do you know about light? (Pre-assessment using prompts from the board) What is a light source? What are natural and man-made light sources?	How does light travel? How is a shadow formed? (recap?)	How do we see things?	How does a periscope work? When and where are periscopes used?	How does light behave in a concave and convex lens? What is a concave and convex lens?	How does light behave in a water? What is refraction? How does the appearance of objects change in water?	What are the main parts of the human eye?	What are the main parts of the human eye?		
	Skills	I can identify a light source and know if it is natural or man made.	I can observe how light travels using a pinhole camera. I can use the correct vocabulary to explain a shadow.	I can show how light is reflected from an object into our eyes. (diagram or string)	I can investigate how we can see around a corner, behind us and above a table using mirrors and justify my methods. I can draw conclusions from my findings.	I can investigate how light behaves in a concave and convex lens. I can draw a diagram to show my findings.	I can make predictions about what I might observe. I can ask further questions.	I can draw and label a diagram of the human eye.	I can follow instructions and dissect an eye. I can identify parts of the eye.		
	Knowledge	Pre-assessment - children draw a spider diagram of what they already know about light. (add to this at the end of the topic with their new knowledge). I know what a light source is.	I know how to explain how light travels and what happens if that light is blocked.	I know and can explain how we see things.	I know how a periscope works.	I know how light behaves in a concave and convex lens.	I know what refraction is. I know how light behaves in water.	I know what the main parts of the human eye are and know how they help us to see.			
Geography	Question	Which countries were involved in WW2?	Which UK cities had the most bombs dropped on them? Why?								
	Skills	I can use a range of maps to locate and plot countries which played key roles in WW2.	I can locate and plot UK cities								
	Knowledge	I know which countries fought on each side	I know which UK cities suffered most during Blitz								
RE	Activity	Colour code map (Allied and Axis powers) use different maps, atlases, globes etc)	Plot UK cities - use key for tonnage of bombs dropped								
	Question	RELIGIOUS STORIES What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?				
	Skills	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own.	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own. I can respond to and ask questions about the text	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own. I can respond to and ask questions about the text	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own. I can respond to and ask questions about the text	I can consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Quran (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. I can respond thoughtfully to the ideas found in the texts with ideas of my own. I can respond to and ask questions about the text			



Spring Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 8	Week 9	Week 10	Week 11
School History	Question											
	Skills - Knowledge											
	Question	Assessment and topic hook - icebergs.	What is inheritance? Why are offspring different to their parents?	What is adaptation? Why do plants and animals adapt to the environment that they are living in? Why do plants and animals have to adapt to their environment?	What is evolution? How can adaptation lead to/affect evolution? Who was Charles Darwin?	What is evolution? How can adaptation lead to/affect evolution? Who was Charles Darwin?	How have human beings evolved?	What is a fossil? How do fossils tell us information about the past? ***Use in the Mining Topic (Summer term) if no time				
Skills	I can make predictions and careful observations of what happens when an ice ball is placed in water.	I can recognise that living things produce offspring of the same kind but that normally offspring vary and are not identical to their parents. I can make comparisons between a living thing and its parents. I can design a new breed	I can give suggestions as to how plants and animals have adapted to suit their environment. I can label a plant or animal to show how they have adapted to their environment according to the habitat. I can group adaptations ac	I understand how adaptation can lead to evolution. I can make comparisons from diagrams to explain how/certain living things have evolved.	I understand how adaptation can lead to evolution. I can make comparisons from diagrams to explain how/certain living things have evolved.	I understand that people have different beliefs. I can make comparisons.	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					
Knowledge	I know why an iceberg floats. I know what an iceberg is and how it forms (geog link)	I know the meaning of inheritance and know that offspring inherit features from their parents.	I know how certain plants and animals have adapted to suit their environment.	I know who Charles Darwin is, what he studied and what he found out. I know what evolution is. I can give examples of how certain species have evolved.	I know who Charles Darwin is, what he studied and what he found out. I know what evolution is. I can give examples of how certain species have evolved.	I can know phases of human evolution	I know what a fossil is and how it can give information about the past.					
Geography	Question	Where are the polar regions?	What are the key features of polar regions?	What are the challenges of living in the Arctic?	What are the similarities and differences between the lives of the Inuit and someone in the UK?	What are the consequences of human activity on our planet?	How can I look after the environment to reduce our carbon footprint?	What will be the consequences if we don't reduce our carbon footprint? Why do people continue to damage the environment?				
	Skills	I can use a range of resources to locate key places	I can compare the characteristics of different regions	I can explain the challenges of living in the Arctic	I can compare the characteristics of different regions	I can identify key features of global warming in the Arctic	I can identify ways to reduce our carbon footprint	I can explain what will happen if we continue to damage our world				
	Knowledge	I know where the polar regions are	I know the key features of polar regions	I know the challenges of living in the Arctic	I know similarities and differences between the lives of an Inuit and someone in the UK	I know the consequences of human activity on our planet and understand how some of these aspects have changed over time	I know how I can look after the environment to reduce our carbon footprint	I know the consequences if we don't reduce our carbon footprint				
Activity	Map of world - identify continents, oceans and polar regions	Venn diagram to compare Arctic and Antarctica	Chromebook research into challenges. Present in Inuit speech bubble	Compare life of an Inuit with life of someone from the UK	Watch 2 clips of polar bears in Arctic - 50 years ago and today. How has it changed? What has caused this? Photos of each image to annotate	Small group projects - different ways to reduce carbon footprint (eg - recycling, turning lights off etc)	Letter from a child of the future (2200) Why didn't you help? Look what our world is like now....					
English	Poetry Northern lights Zone of relevance Haku (on chrome books)	Report Report on polar bear	Report Report on polar	Persuasion Plan and write a leaflet for the YWP/Letter to MP	Persuasion Plan and write a leaflet for the YWP/Letter to MP	Discussion Should animals be kept in captivity?	Discussion Should animals be kept in captivity?					
GPS	I know how to use colons and semi-colons in a list	I know how to use semi-colons to mark boundaries	I know how to use colons to mark boundaries	I know how to use dashes to mark boundaries	I know how to use colons, semi-colons and dashes to mark boundaries	I know how to use punctuation correctly	Spellings Silent letters	Spellings homophones				
Reading	Inside the World of Jam(NF)	An Underground City (F)	Great Wall of China (NF)	A Visit to Baba Yaka(F)	Out in the Snow (P) The River's Story(P)	Chloe's Chance (F)	/Assesments					
RE	Question	CELEBRATIONS/FESTIVAL S Who celebrates what and why?										
	Skills	I can explore and respond thoughtfully to the spiritual paths of Muslims and Jews including celebrations and festivals, using a range of sources of wisdom	I can explore and respond thoughtfully to the spiritual paths of Muslims and Jews including celebrations and festivals, using a range of sources of wisdom	I can explore and respond thoughtfully to the spiritual paths of Muslims and Jews including celebrations and festivals, using a range of sources of wisdom	I can explore and respond thoughtfully to the spiritual paths of Muslims and Jews including celebrations and festivals, using a range of sources of wisdom	I can explore and respond thoughtfully to the spiritual paths of Muslims and Jews including celebrations and festivals, using a range of sources of wisdom	I can explore a Jewish festivals					
	Knowledge	I know the main Christian festivals	I know what Ramadan is and why it is important	I know what Eid is and why it is important	I know what Passover is and why it is important	I know what Hanukkah is and why it is important						
Activity	Recap Christian festivals and when they are in the year					Research a Jewish festival (eg Yom Kippur, Rosh Hashabrah etc)						
PSHE	Question	CELEBRATING DIFFERENCE What is normal?	How does being different affect someone's life?	How does it feel to be excluded?	How can I react to bullying?	How can I appreciate people?	What affects can difference have?					
	Skills	I can empathise with people who are different	I can show that I am aware of my attitude towards people who are different	I can explain some of the ways in which one person or a group can have power over another	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	I can give examples of people with disabilities who lead amazing lives	I can explain ways in which difference can be a source of conflict and a cause for celebration					
	Knowledge	I know that there are different perceptions about what normal means	I know how being different could affect someone's life	I know how it can feel to be excluded or treated badly by being different in some way	I know some of the reasons why people use bullying behaviours	I know how to appreciate people for who they are	I know how to show empathy with people in either situation					
Computing	Question	IMPACT OF HUMANS How has technology developed over time?	Who was Charles Babbage? Why is he important?	How has technology impacted the world?	What is the world wide web?	What is copyright?	What are my rights when online?					
	Skills	I can identify how technology has developed over time I can research technological development	I can research the life of Charles Babbage	I can identify ways in which technological developments have impacted the world	I can identify the difference between the world wide web and the internet	I can explain what copyright is and how to avoid it	I can explain my legal and human rights when online					
	Knowledge	I know how technology has developed over time	I know who Charles Babbage was, why he was important and what impact he had	I know how technological development has impacted the world	I know what the world wide web is and how it can be used or misused	I know what copyright is and how to avoid it	I know my legal and human rights when online					
Activity												
Art/Maths	Fractions	Fractions	Fractions	Fractions	Geometry: Position and Direction	Assessments						
	Question	Who is Pablo Picasso? Why is he an important artist? What impact did he have on	How can colour be used to create mood?	Why is proportion important?	How can create a visually interesting piece be created by combining tints and tones?	How can create a visually interesting piece be created by combining tints and tones?	How can pattern and detail be used to create a snowflake?	How can colours be layered to effect?	How can a mould provide stability and form?			
Skills	I can create a colour palette based upon the style of Picasso	I can draw an animal using basic shapes as a guide such as ovals	I can use the qualities of acrylic to create a visually interesting piece	I can use the qualities of acrylic to create a visually interesting piece	I can create a snowflake with accurate pattern and fine detail	I can build up layers of colour	I can use sculpture to show life-like qualities and real-life proportions.					





	Knowledge							I know how to compare and contrast existing products	I know which stitch is best for a particular purpose	I know how to use 3 different sewing techniques	I know how to use 3 fastening methods	I know which sewing techniques will be the most suitable in my design	I know how to use a range of sewing techniques	I know how to evaluate my design against given criteria
	Activity							Look at different cushions - compare and contrast	Try out running stitch, backstitch, overstitch, zigzag stitch	Try out sewing button or bead onto fabric, embroider a shape onto fabric, applique	Try out envelope fold, snap fasteners, buttons and button holes	Design cushion - annotate with type of fastening, type of stitches, decorating	SEWING DAY to create cushion	Evaluation sheet
3C	Question													
	Skills	I can understand and say the names of six fruits. I can understand and respond to the question, 'Es bueno para la salud?'	I can understand and say the names of six fruits. I can understand and respond to the question, 'Es bueno para la salud?'	I can make up a rhythm and chart a list of food items. I can listen to and respond to an authentic Spanish poem and an extended text.	I can make up a rhythm and chart a list of food items. I can listen to and respond to an authentic Spanish poem and an extended text.	I can say the days of the week with the correct pronunciation.	I can say the days of the week with the correct pronunciation.	I can say the months of the year with the correct pronunciation. I can recognise the months of the year in written form.	I can say the months of the year with the correct pronunciation. I can recognise the months of the year in written form.	I can say three weather conditions. I know that different countries have different ways of celebrating events such as Easter	I can say three weather conditions. I know that different countries have different ways of celebrating events such as Easter			
	Knowledge	I know how to say the names of six fruits. I know how to understand and respond to the question, 'Es bueno para la salud?'	I know how to say the names of six fruits. I know how to understand and respond to the question, 'Es bueno para la salud?'	I know how to make up a rhythm and chart a list of food items. I know how to listen to and respond to an authentic Spanish poem and an extended text.	I know how to make up a rhythm and chart a list of food items. I know how to listen to and respond to an authentic Spanish poem and an extended text.	I know how to say the days of the week with the correct pronunciation.	I know how to say the days of the week with the correct pronunciation.	I know how to say the months of the year with the correct pronunciation. I can recognise the months of the year in written form.	I know how to say the months of the year with the correct pronunciation. I know how to recognise the months of the year in written form.	I know how to say three weather conditions. I know that different countries have different ways of celebrating events such as Easter	I know how to say three weather conditions. I know that different countries have different ways of celebrating events such as Easter			
3D	Question	Where is Africa?	What is a polyrhythm?	What is a rhythm square?	What is call and response?	How could your performance be improved?	How could your performance be improved?	What is notation?	What are the identifying features?	What family does this notation belong to?	How could you develop your notation?	What other strategies could you use?	How can I improve my notation?	
	Skills	I can lead to a group	I can develop my performance	I can compose a rhythmic square	I can compose rhythmic phrases	I can develop my performance	I can develop my performance	I can interpret simple notation	I can develop my performance	I can perform simple rhythmic notation	I can perform simple rhythmic notation	I can perform simple rhythmic notation	I can develop my performance	
	Knowledge	I know where the continent of Africa is	I know what a polyrhythm is	I know what a rhythm square is	I know what call and response is	I know how I can improve my performance	I know how I can improve my performance	I know how to identify notation	I know the identifying features	I know how to identify which family a notation belongs to	I know how to further develop my notation	I know how to use the SPOT	I know how to improve my notation	
3E	Activity	Gymnastics												
	Skills	I can remember how to safely perform forwards and backwards rolls	How do I link balances together with a partner?	What is a walkover?	What is a round off dismount?	How do I squat through and straddle over when vaulting?	What is the key steps 3 sequence?	Can I demonstrate 6 different arm motions with the correct 'E' notation?	Why would we put different levels in a routine?	Can you explain what transition or formation means?	What is a double jump?	Can you explain the difference between a thigh stand and an advanced thigh stand?	What makes a stunt harder?	
	Knowledge	I can remember the correct sequence of skills	I can link different balances with a partner	I can safely attempt to perform a walkover	I can safely perform a round off	I can perform a squat through/straddle over	I can attempt the different key steps	I can link different arm motions with the correct 'E' notation	I can include different levels	I can include different transitions and formations	I can link 2 jumps together with a routine	I can do a straddle sit with my partner		

summer Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question										
	Skills										
	Knowledge										
Science	Activity										
	Question	The solar system What is the solar system? What can be found in the solar system? How does gravity affect the solar system? Why do the planets orbit the sun? Why are all the planets spherical?	Day, year, season How is a day calculated? How is a year calculated? What causes the seasons?	The Moon How does gravity affect the orbit of the moon around Earth? What is a lunar eclipse? What are the phases of the moon. How does the elliptical orbit of the moon change its appearance from Earth?	The Sun How was the sun formed? What is a solar eclipse?	Stars and Satellites How do satellites stay in orbit and how do we use them? What is a star? What is a constellation?	Puberty/Growing up How do our bodies change as we get older and why?				
	Skills	I can explain why the planets orbit the sun. I can explain how the planets in our Solar System orbit the Sun. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions & predictions. I can apply my knowledge to explain why the geocentric model of the solar system was inaccurate	I can explain how the Earth's orbit causes seasons. I can show how a day and year is calculated using a torch.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions & predictions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions & predictions.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe. Examining the different life stages of a star and exploring the names and shapes of some famous constellations.	I can describe the changes to the male and female body during puberty. I can explain the parts of the female reproductive system I can explain the parts of the male reproductive system				
Knowledge	I know what the solar system is. I know how to name the planets in the solar system. I know what gravity is. I know that the pull of gravity is the same in all directions from the central core which results in a sphere.	I know how a day and year are calculated. I know how explain how the Earth's orbit causes seasons	I know that gravity of the moon is weaker than on earth. I know the phases of the moon. I know that the pull of gravity is the same in all directions from the central core which results in a sphere.	I know how to explain how the sun was formed. I know how to explain how the Solar eclipse happens	I know why satellites are used. I know how satellites stay in orbit. I know what a constellation is and can name some.	I know puberty begins between 8-14yrs. I know that both sexes experience hormones which cause changes in the body (oestrogen and testosterone) I know that both sexes experience body odour/more sweat, hair growth, pubic hair, getting taller, etc. I know that girls develop breasts and begin to menstruate. I know that boys penis, testis and scrotum grow, and they experience erections and wetdreams. I know that the female body produces eggs as part of the reproductive system. I know that menstruation is the process the female body goes through to produce, release and remove an egg within the reproductive system. I know the parts of the female reproductive system including ovaries and fallopian tubes. I understand what a period is, why females have these and how to deal with these.					
Writing	Introduce 'Holes' Diary based on book	Introduce 'Holes' Diary based on book	Lizard Report	Lizard Report	Persuasion - Come to Camp Green Lake	Persuasion - Come to Camp Green Lake					
Reading	Fiction past papers	Non-fiction past papers	Fiction past papers	Non-fiction past papers	Poetry past papers						
MATHS	Statistics	Statistics	Geometry: Properties of Shapes	Geometry: Properties of Shapes	Geometry: Properties of Shapes						
	Question	Where is Mexico?	What are the key features of Mexico?	Why do people emigrate from Mexico?	Why are people treated unfairly?	What are the challenges of living in Mexico?	What are the challenges of living in Mexico?				
	Skills	I can use a range of resources to locate key places	I can compare the characteristics of different regions	I can explain why people emigrate from Mexico	I can give specific examples of how people are treated unfairly in Mexico	I can collect and analyse information to draw conclusions about Mexico	I can collect and analyse information to draw conclusions about Mexico				
Geography	Knowledge	I know where Mexico is and the capital city	I know the key features of Mexico	I know the difference between immigration and emigration	I know why people might be treated unfairly in Mexico	I know the climate differs around the world and affects lifestyles	I know the climate differs around the world and affects lifestyles				
	Activity	Mapwork	Venn diagram to compare UK and Mexico	News report	Look at case scenarios and discuss	Research and present	Research and present				
	Question	Where is Mexico?	What are the key features of Mexico?	Why do people emigrate from Mexico?	Why are people treated unfairly?	What are the challenges of living in Mexico?	What are the challenges of living in Mexico?				
RE	Skills	I can use a range of resources to locate key places	I can compare the characteristics of different regions	I can explain why people emigrate from Mexico	I can give specific examples of how people are treated unfairly in Mexico	I can collect and analyse information to draw conclusions about Mexico	I can collect and analyse information to draw conclusions about Mexico				
	Knowledge	I know where Mexico is and the capital city	I know the key features of Mexico	I know the difference between immigration and emigration	I know why people might be treated unfairly in Mexico	I know the climate differs around the world and affects lifestyles	I know the climate differs around the world and affects lifestyles				
	Activity	Mapwork	Venn diagram to compare UK and Mexico	News report	Look at case scenarios and discuss	Research and present	Research and present				
PSHE	Question	BELONGING continued is it OK to break a promise?	Who is worth more - a supermarket worker or a politician?	Why is justice so important?							
	Skills	I can discuss and apply my own ideas about ethical questions	I can discuss and apply my own ideas about ethical questions	I can discuss and apply my own ideas about ethical questions							
	Knowledge	I know how to discuss and apply my own ideas about ethical questions	I know how to discuss and apply my own ideas about ethical questions	I know how to discuss and apply my own ideas about ethical questions							
Performing Arts	Activity	Discussion, Express opinions	Discussion, Express opinions	Discussion, Express opinions							
	Question	Why should I take care of my mental health?	How can I take care of my mental health?	What is grief?	How can I stand up for myself?	How do I need if something online is safe or not?	How can I keep myself safe online?				
	Skills	I can explain why it is important to take care of my mental health	I can help myself and others when worried about a mental health problem	I can recognise when I am feeling those emotions and have strategies to manage	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain	I can judge whether something online is safe and helpful for me	I can take responsibility for my own safety and well-being				
Young 1	Knowledge	I know that people can get problems with their mental health and that it is nothing to be ashamed of	I know how to take care of my mental health	I know that there are different stages of grief and that there are different types of loss that cause people to grieve	I know how to recognise when people are trying to gain power or control	I know to resist pressure to do something online that might hurt myself or others	I know how to use technology positively and safely to communicate with my friends and family				
	Activity	Discussion, Express opinions	Discussion, Express opinions	Discussion, Express opinions							
	Question	How would you begin to plan your own film?	How do you create the character for your scene?	How do you create the scenery and props for your scene?	How do you add the small details to your characters and scene?	How will you use perspective, direction and zoom in your filming?	How do you edit your film?				







