

St Nicholas CE Primary School

Belonging, Believing, Becoming



Year 6

Key Knowledge and Vocabulary

Subject	Key Knowledge	Key Vocabulary
English	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">•Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.•Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.•Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience•Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.•Read fluently, using punctuation to inform meaning. <p>Year 6 Expectations: Comprehension</p> <ul style="list-style-type: none">•Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.•Read books that are structured in different ways.•Recognise texts that contain features from more than one text type.•Consider and evaluate how effectively texts are structured and laid out.•Read non-fiction texts to support other curriculum areas.•Read closely to ensure understanding.•Recommend books that they have read to their peers, giving reasons for their choices.•Identify and discuss themes in a range of writing and across longer texts.•Identify and discuss the conventions of different text types.•Identify key points in an appropriate text.•Learn a range of poetry by heart. for example, narrative verse, sonnet.•Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p>Comprehension</p> <ul style="list-style-type: none">•Identify and comment on the writer's choice of vocabulary, giving examples and explanation.•Identify and explain how writers use grammatical features for effect for example, the use of short sentences to build tension.•Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.•Express a personal point of view about a text, giving reasons linked to evidence from texts.	<p>Grammar</p> <p>subject, object modal verb relative clause relative pronoun parenthesis cohesion dialogue</p> <p>active voice, passive voice synonym, antonym clause parenthesis ellipsis, hyphen, colon, semi-colon, bullet points article determiner auxiliary verb cohesion cohesive devices compliment etymology finite verb infinitive inflection in/transitive verb modifier participle register stressed/unstressed</p> <p>Spelling rules</p> <p>-s, -es and -ves plurals attempts carriages stripes structures visitors engines castles foundations creatures hedges materials pieces selects knife-knives, half-halves, roof-roofs, cliff-cliffs,</p>

	<ul style="list-style-type: none"> •Raise queries about texts. •Make connections between other similar texts, prior knowledge and experience and explain the links. •Compare different versions of texts and explain the differences and similarities. •Listen to others' ideas and opinions about a text. •Build on others' ideas and opinions about a text in discussion. •Explain and comment on explicit and implicit points of view. •Summarise key information from different parts of a text. •Recognise the writer's point of view and discuss it. •Present a personal point of view based on what has been read. •Present a counter-argument in response to others' points of view. •Provide reasoned justifications for their views. •Refer to the text to support an opinion. •Distinguish between statements of fact and opinion. •Find information using skimming to establish the main idea. •Use scanning to find specific information. •Text mark to make research efficient and fast. •Organise information or evidence appropriately. <p>Writing</p> <p>Transcription</p> <ul style="list-style-type: none"> •Convert verbs into nouns by adding suffixes. for example, tion, ure. •Distinguish between homophones and other words which are often confused. •Spell identified commonly misspelt words from Year 5 and 6 word list. •Understand that the spelling of some words needs to be learnt specifically. •Use dictionaries to check the spelling and meaning of words •Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary •Use a thesaurus. •Use a range of spelling strategies. •Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. •Choose the writing implement that is best suited for a task (e.g. quick notes, letters). <p>Composition</p> <ul style="list-style-type: none"> •Identify the audience for and purpose of the writing. •Choose the appropriate form and register for the audience and purpose of the writing. •Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. •Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed. •Use developed noun phrases to add detail to sentences. •Use the passive voice to present information with a different emphasis. •Use commas to mark phrases and clauses. •Sustain and develop main ideas logically in narrative and non-narrative writing. 	<p>chief-chiefs</p> <p>Syllabification poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous,</p> <p>Plurals of words ending in -y bodies cities families babies cities tries worries cries parties puppies lorries jellies</p> <p>Sounding out phonemes <i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i></p> <p>Revision of the suffix -ation information, adoration, sensation, preparation, admiration</p> <p>Revision and Consolidation <i>Half-termly key words to be distributed.</i> <i>Pupils to investigate ways of spelling them.</i></p> <p>Doubling consonants grabbed occurred planned slipped stopped trapped planning beginning topping swimming</p> <p>Antonym Prefixes disappear disagree disapprove disconnect disqualify disorder discontinue disobey discomfort dishonest misbehave, mislead, misspell (mis + spell) automatic autobiography bicycle binoculars transport translate television telescope</p>
--	--	---

	<ul style="list-style-type: none"> •Use character, dialogue and action to advance events in narrative writing. •Summarise text, conveying key information. •Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event. •Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining •Assess the effectiveness of their own and others' writing. •Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. •Ensure the consistent and correct use of tense throughout a piece of writing. •Ensure correct subject and verb agreement when using singular and plural. •Distinguish between the language of speech and writing. •Distinguish between the correct subject and verb agreement when using singular and plural. •Distinguish between the language of speech and writing and choose the appropriate register. •Proof-read for spelling and punctuation errors. •Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Spoken Language</p> <ul style="list-style-type: none"> •Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate. •Ask questions to develop ideas and make contributions that take account of others' views. •Explain ideas and opinions giving reasons and evidence. •Take an active part in discussions, taking different roles. •Listen to and consider the views and opinions of others in discussions. •Make contributions to discussions, evaluating others' ideas and responding to them. •Sustain and argue a point of view in a debate, using formal language of persuasion. •Express possibilities using hypothetical and speculative language in science and when discussing reading. •Engage listeners through choice of vocabulary and register according to the context. •Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear. •Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere. 	<p>circular circulate</p> <p>Consonant suffixes actually frequently carefully generally highly approximately gingerly gradually importantly particularly perfectly physically gently extremely smoothly thoroughly</p> <p>The 'shun' suffixes –tion, -sion and –cian completion destination generation direction foundations invention pollution questions division, invasion, confusion, decision, collision, television musician, electrician, magician, politician, mathematician</p> <p>Vowel Suffixes adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Analogy and letter strings ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p> <p>Unstressed vowels February alcohol history consonant skeleton signature medicine secretary lettuce similar miniature journalist</p>
--	---	--

		<p>Saturday grammar describe</p> <p>Unsounded consonants doubt, island, lamb, solemn, thistle, knight know known knuckle knee k knife knock knot kneel knit</p> <p>Root words spectacles spectator specta suspect inspect inspecto inspection partner particle p partition partial participate medicate medicine medicin finite infinite infinity infinite definite definitely script scripture de manuscript prescription</p> <p>Using a dictionary chef, chalet, machine, brochure league, tongue, antique, unique science, scene, discipline, fascinate, crescent</p> <p>Apostrophes of omission To revise using apostrophes for contractions.</p> <p>Apostrophes of possession To revise using apostrophes for possession</p> <p>Revision of use of the hyphen co-ordinate, re-enter, co- operate, co-own</p> <p>Spelling strategies audience century excellent notice silence exciting necessary centre knowledge smudged bridge porridge nudged fridge dodgem badger judged trudged</p> <p>Personal Spelling produce replace silence notice emergency century licence cycle circle lettuce piano reliable peculiar diameter diagram diagram material liar</p>
--	--	---

		<p>Revision <i>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference deceive, conceive, receive, perceive, ceiling observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance</i></p> <p><u>Statutory Spellings</u> individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary immediately recommend relevant restaurant signature sincerely soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht accommodate appreciate neighbour nuisance opportunity parliament persuade physical prejudice privilege profession</p>
--	--	--

		pronunciation queue recognise rhyme rhythm sacrifice secretary shoulder symbol system temperature thorough committee communicate embarrass environment government competition conscience conscious convenience definite desperate disastrous especially familiar foreign frequently guarantee Homophone - revise all homophones and near homophones
Maths	Number Read and write numbers to 10 million. Compare and arrange numbers within 10 million. Tell the place value of a digit in a number. Round numbers to the nearest 10, 100, 1000, 10 000, 100 000 and 1 000 000. Addition and Subtraction Perform mental calculations. Use estimation to check answers to calculations. Use the order of operations. Solve problems involving addition and subtraction, multiplication and division. Multiplication and Division Multiply numbers up to 4 digits by a 2-digit whole number. Divide numbers up to 4 digits by a 2-digit whole number. Interpret remainders in division. Identify common factors, common multiples and prime numbers. Solve problems involving multiplication and division. Solve problems involving the calculation and conversion of units of measure.	Addend Minuend Subtrahend Fluency Four operations Quotient Divisor Dividend Long multiplication Long division Remainders Common multiples Brackets Indices BIDMAS Algebra Radius Diameter Circumference

	<p>Fractions Find equivalent fractions using common multiples. Simplify fractions using common factors. Compare and order fractions. Add and subtract fractions. Multiply proper fractions. Divide proper fractions by whole numbers. Relate division of whole numbers to fractions and decimals.</p> <p>Decimals Relate division of whole numbers to fractions and decimals. Write fractions as decimals. Tell the place value of digits in a decimal number. Multiply and divide decimals with 1-digit and 2-digit whole numbers.</p> <p>Percentage Calculate the percentage of a number and a quantity. Use percentage to describe changes. Use percentage to compare.</p> <p>Area and Perimeter Find the perimeter and the area of rectangles, triangles and parallelograms. Use formulae to find the area of rectangles, triangles and parallelograms. Use the area of rectangles to find the area of other types of polygons.</p> <p>Volume Find the volume of solids by counting unit cubes. Calculate the volume of cubes and cuboids in standard units (mm³, cm³, m³ and km³). Solve problems involving volume.</p> <p>Geometry Recognise angles that meet at a point, angles on a straight line, and vertically opposite angles. Find unknown angles in triangles, quadrilaterals and regular polygons. Identify the radius, diameter, circumference and centre of a circle. Draw 2-D shapes using given dimensions and angles. Identify and draw nets of 3-D shapes.</p> <p>Graphs Calculate and interpret the mean as an average. Draw and read pie charts. Draw and read graphs. Solve problems using information provided by graphs.</p> <p>Position and Movement Use coordinate grids with negative numbers. Describe positions of points with coordinates. Draw, translate and reflect simple shapes on the coordinate plane.</p>	
--	---	--

	<p>Ratio Compare quantities and numbers using ratios. Solve problems involving ratios.</p> <p>Negative Numbers Add and subtract negative numbers. Use negative numbers in context. Solve problems involving negative numbers.</p> <p>Algebra Describe and complete a pattern. Write and evaluate algebraic expressions. Write and use formulae. Solve equations.</p>	
Science	<p>Animals including humans</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 Describe the ways in which nutrients and water are transported within animals, including humans. Know what the circulatory system does. Identify the main parts of the heart. Know the importance of the cardiac muscle. Identify the components of blood. Explain how we can keep our circulatory system healthy. <p>Light</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 light travels from light sources to our eyes or from light sources to objects and then to our eyes . Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Electricity</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 when representing a simple circuit in a diagram. Identify the main parts of a circuit. Describe the role of the components. 	<p>cardiac muscle circulatory system arteries veins blood pressure varicose veins plasma platelet red blood cells white blood cells anaemia</p> <p>light ray straight lines light source periscope distort absorb</p> <p>static bulb motor circuit component insulator switch voltage electrical engineers circuit diagrams symbol diagrams</p>

	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • 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. • Recall key scientific thinkers in evolution history. • Explore evidence that led to theories of adaptation over time. <p>Living things and their habitats</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 • Distinguish between vertebrates and invertebrates. • Distinguish between flowering and non-flowering plants. • Understand how different plants reproduce. • Study some organisms that are difficult to classify. • Recall who Carl Linnaeus was and describe the binomial naming system. • Explain the importance of a universal naming system. <p>Preparing for Secondary Science</p> <ul style="list-style-type: none"> • Develop scientific knowledge and conceptual understanding. • Understand the nature, processes, and methods of science. • Be equipped with the scientific knowledge required to understand the uses and implications of science. • Identify the basic parts of a microscope. • Describe the basic functions of a microscope. • Identify when to use a microscope in scientific observations. 	<p>variation genes offspring species reproduction adaptation natural selection amber fossils evolution Mary Anning Charles Darwin Alfred Wallace</p> <p>microorganisms protozoa viruses algae bacteria fungi viruses adaptations Carl Linnaeus taxonomy taxonomist</p> <p>eyepiece focus knobs indicator chromatography pigments photosynthesis chlorophyll sound waves pitch energy transformation</p>
RE	<p><u>Life as a Journey</u></p> <ul style="list-style-type: none"> • To know that pilgrimage is a special journey made by people of faith. • To know that the life journey of people in the Bible influences the behaviour and choices of Christians today. • To know that some Christians are persecuted and a life of faith is a challenge. <p><u>Advent</u></p> <ul style="list-style-type: none"> • To know that Advent is a time of preparation and the season of hope. • To know that during Advent the church spends time focussing on the promise of Jesus' return. 	<p><u>Christianity</u> Word of God Translation Saviour Messiah Matthew Luke Kingdom of God Imagery Victory Triumph Redeemer St Nicholas</p>

	<ul style="list-style-type: none"> ● To know that Christians believe that Jesus is the promised Messiah, but Jewish people do not. ● To know that different denominations within Christianity hold differing beliefs about the importance and status of Mary. ● To know the themes of Advent tell the 'big story' of God's salvation plan. <p><u>The Exodus</u></p> <ul style="list-style-type: none"> ● To know that the Exodus is a significant event in Jewish and Christian history. ● To know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. ● To know that Christianity is rooted in Judaism and Jesus celebrated the Passover. ● To know that for Jewish people the events of the Exodus and Passover are very important. ● To know that Christians remember the Passover and the Last Supper during the Eucharist. <p><u>Jesus</u></p> <ul style="list-style-type: none"> ● To know the names that are given to Jesus to describe his character and purpose. ● To know that we believe Jesus is the Messiah and that he came to rescue all people. ● To know the connection between incarnation and salvation. <p><u>God</u></p> <ul style="list-style-type: none"> ● To know that Christians believe God is Father, Son and Holy Spirit, the Trinity. ● To know that Bible stories are used to answer questions about God and can talk about them. ● To know that there are similarities and differences between the names given to God by people of all world faiths. <p><u>People of Faith</u></p> <ul style="list-style-type: none"> ● To know that Christian people try to live out the teaching of the Bible and follow Jesus' example. ● To know that Christians try to build God's kingdom through their words and actions. ● To know that Muslims are required to live their lives according to the words of the Qur'an and teachings of Muhammad. ● To know that someone living a Buddhist lifestyle follows the Eightfold Path. ● To know that Hindu beliefs are rooted in the teachings of the Vedas. ● To know the names and life stories of a few extraordinary people of faith. ● To know some similarities and differences between the ways in which people of faith live. 	<p>St Lucia Orthodox Shadrach Meshach Abednego Nebuchadnezzar Darius Jochabed Deborah Abigail Rahab Hannah Ruth Esther Purim</p> <p><u>Islam 1 – Ramadan</u></p> <p>marvelled straining crescent Ramadan illuminates new moon full moon cycle phases of the moon lunar sliver at first light suhoor thread dusk break their fast iftar Jibril the Prophet Muhammad scriptures corrupted Seal of the Prophets Qur'an Night of Power reverence lanterns themes imam character zakat charity wholesome spiritual prioritise virtue hardship ease Sawm distract distracting prescribed mindful mankind glorify obedience Hadith</p>
--	--	--

		deeds compassion reflect faults muezzin minaret reflections couscous salah occupy Khatam Eid madrasa sliver of the new moon Eid Mubarek Eid ul-Fitr national holiday donations purify <u>Stories of the prophets</u> scholar in common unique to glimpses role models Adam Prophetic Kutub Hawwa existed eternity Khalifa khalifa thrive prosper Shaytun haughty arrogant haughtiness blissful toil Arafat arrogance wretched astray misery Nuh lowly persevered taunted refuge ceased subside perseverance vanity Ibrahim humiliated barren dismayed steadfast dedication
--	--	---

		moral of the story miraculous hurriedly conceal continuous Narration narrative bride-price longing firebrand despair prospect Dawud Sulayman prophethood echo falsehood penitent ushered
History	<p>The Maya</p> <ul style="list-style-type: none"> To know about the ritual of bloodletting in Maya times Shield Jaguar was the ruler of a large city. Shield Jaguar was from a dynasty that had ruled the city for hundreds of years. Shield Jaguar was a Maya ruler who lived on the Yucatán peninsula (Mesoamerica). The people who lived on the Yucatán peninsula spoke the Mayan language. A formation of a typical Maya city The Maya believed that the food that was given to humans by the gods was the godliest of all foods. This was turned into a drink called hot chocolate and was made from the cacao bean. The Maya used three different calendars (long count calendar, scared calendar and solar calendar). During the ninth century (the 800s) and tenth century (the 900s), the Maya moved out of their cities. <i>Disciplinary focus:</i> How have historians learned about the Maya? <p>Ethiopia and Benin</p> <ul style="list-style-type: none"> Aksum became the first Christian state The decline (befell) of Aksum The kingdom of Zagwe and Ethiopia emerged from old Aksum The layout of the camp showed Zara Yaqob's people his power How the Solomonic kings controlled their people and showed their power. Oba Ewuare's kingdom of Benin The similarities between King Zara Yaqob and Oba Eware. The formation of Oba Ewuare's palace How rituals show the obas' power to protect his people How rituals show the obas' power over the spiritual realm How rituals show that obas' power continued even after they had died <i>Disciplinary focus:</i> What <i>did</i> the medieval kingdoms of Ethiopia and Benin share in common? 	<p>The Maya</p> Shard, bloodletting, acceding, accession, aligned, potent, hallucinating, hallucination, founder, Maya, precise, Mayan, texts, Mesoamerica, roasted, delicacy, godliest, maize, fashioned, primordial, shaman, Long Count, solar calendar, obsidian, Chichen Itza, abandoned, collapse
		<p>Ethiopia and Benin</p> transform, millet, spectacular, befell, felled, quarries, overthrown, Solomonic, appointed, furtively, Zara Yaqob, entreaty, heartfelt, tonsured, lavish, forefathers, hive of activity, hierarchy, feverish, banquet, distributed, hides, tendons, rations, numerous, Christendom, ambassadors, brocade, relics, psalter, psalms, miniature, parasol, trapping of power, medieval, deftly, hornbills, pangolins, reclaim, Edo, intricately, virtues, oral traditions, maze, creeks, canoes, navigate, exploiting, smelt, iron ore, smelting, okra, hesitant, Ile-Ife, superior, Uzama, mystical, earthly, coral, society, ceremonial, guilds, turret, protruding, gaping, resemble, perch, gallery, spectacle, gong, responsible, apprentices, regalia, artisans

	<p>Cities in Time 1: This Manchester Man</p> <ul style="list-style-type: none"> • Abel Heywood was not born into a successful, rich family. • Abel Heywood was born in Lancashire. • He travelled to Manchester when he was 9 years old. • The Heywood family had arrived in Angel Meadow, a notorious slum. • During the eighteenth century both spinning and weaving changed • The use of cotton transformed Manchester • Richard Arkwright solved the problems of the cotton spinners with a clever new invention. • Richard Arkwright revealed his invention in 1775 • Contemporaries awestruck by Arkwright's new mill • In 1815 the Corn laws were passed by Parliament. • The weavers wanted universal suffrage. • Abel had saved enough money to start an enterprise of his own. • Abel started selling the Poor Man's Guardia. • The Poor Man's Guardian was illegal. • In 1832 a new law was passed called The Great Reform Act • There were six points of the People's Charter • Abel was mayor of Manchester by 1862. • <i>Disciplinary focus:</i> What can one city in particular reveal about city life in general? 	<p>Cities in Time 1: This Manchester Man</p> <p>Abel Heywood, Sunday School, incremental, Manchester, lodgings, meagre, expanse, lately, steeples, horizon, odours, foundry, brewery, dyeworks, mill, scuttling, labyrinth, scavenged, slum, abject, strove, yearning, notorious, endured, flexible, woven, warp, weft, revolution, handloom, nimble, shuttle, humid, ceasing, flying shuttle, spinning jenny, fustian, Arkwright, water frame, contemporaries, venture, bought the lease, premises, partitions, ceaseless, whirring, awestruck, clogs, outdo, underworld, teemed, artisans, took their ease, noxious, unscrupulous, rabbit warren, privy, ailments, oversupply, powerloom, livelihoods, petition, Parliament, strikes, Corn laws, political, eligible, universal suffrage, radicals, radical, reform, Sunday best, demands, demonstrate, yeomanry, manufacturers, magistrates, Peterloo, pamphlets, subscription, lectures, intellects, subscribing, acquaint, enterprise, alerting, tagline, illegal, agitating, make an example of, ignorance, intellectual, Members of Parliament, constituencies, middle classes, undoubtedly, browsing, dialect, enterprising, fizzled out, at its forefront, incorporation, town council, ratepayers, incorporated, mayor, jubilant, locomotive, insurmountable, stood for, laid off, relief, steamroller, mahogany, innovation, wryly, level crossing, come to fruition, gothic</p>
--	--	--

	<p>Era of the Second World War</p> <ul style="list-style-type: none"> • People were evacuated from the city to the countryside. • What Life on the home front during the Second World War was like according to Kitty Baxter’s autobiography. • Propaganda posters were used to share the dangers • The Prime Minister of Britain during most of war was Winston Churchill. • People built an Anderson Shelters in their gardens • the Luftwaffe bombed cities all over Britain. • On board the Windrush were hundreds of men from the Caribbean who had served in the War. • On board the Windrush was an ex-serviceman called Sam King. • Sam King, from Jamaica, enlisted in the RAF. • The Windrush docked at Tilbury. • After the War ended, there was a general election in Britain. The British people voted for a new government. • the new Prime Minister was Clement Attlee. • Attlee chose Nye Bevan as his new Minister for Health. • People in the UK started to pay National Insurance • The Beveridge Report provided welfare to those who could not afford it. 	<p>Era of the Second World War</p> <p>Enamel, hand-me-down, wireless, bulletins, reassured, gas mask, evacuated, autobiography, insight, Adolf Hitler, Winston Churchill, home front, billeted, evacuation, evacuees, air raids, Phoney War, propaganda, shimmer, barrage balloons, all clear, air raid shelters, Anderson Shelters, wardens, Luftwaffe, drone, intensified, Blitz, arsenal, Royal Air Force, Battle of Britain, consecutive, blackout regulations, ministers, allotments, enticing, shearing, hostels, rationing, ration books, coupons, allocated, the black market, substitute, impending, village green, memoir, bewildered, in all weathers, mesmerised, ‘Yanks’, anticipated, currency, off-limits, segregated, padre, gospel songs, VE Day, revellers, passage, racism, acute, Commonwealth citizenship, politicians, Tilbury docks, ran the headline, labour exchange, Windrush generation, lay preacher, race relations, carnival, Buckingham Palace, MBE, steels, pit, elementary, fees, scholarships, seamstress, inquisitive, insatiable, insurance, trade union, Bevan, general election, welfare, Beveridge Report, pensions, welfare state, vulnerable, matron, ceremoniously, National Health Service (NHS), entourage, National Insurance, Trinidad, Empire Windrush, enlisted, mother country</p>
--	--	--

Geography	<p><u>Map Skills</u></p> <ul style="list-style-type: none"> • Know what a scale is - a set of numbers that can be used to compare distances e.g.1: 25,000 means the actual size of the ground is 25,000 times bigger than the map. • Different scales are needed depending on the area we are looking at. • Know how to locate the scale on a map. • Know how to convert the scale measurements. • OS Maps show physical and human features as symbols. This makes the map easier to read. Each OS map has a key to show what the symbols mean. • Know some basic symbols and their meanings. • Know how to convert measurements between points on a map using a variety of difference scales. • How to use 4 and 6 figure references to locate landmarks on maps. <p><u>Extreme Earth</u></p> <ul style="list-style-type: none"> • Know the layers of the Earth and soil. • Know what tectonic plates are - the separate rocky parts of the Earth's Crust. • Know what continental movement is- the theory that the earth is split up into 7 large plates and a few smaller ones, all of which can move slowly around on the earth's surface. • Know that plate boundaries are where volcanoes are found. • Name some of the world's most famous volcanoes - Krakatoa, Mount St Helen's, Etna, Vesuvius. • Know how volcanoes/earthquakes and tsunamis are formed. • Know the benefits/downsides of living close to a volcano. • Know how earthquakes are measured. • Know how people prepare for an earthquake. • Know the impact of a tsunami. • Name the largest desert and say where it is - Antarctic desert. • Name other deserts- Arctic, Sahara, Arabian, Gobi. • Know that not all deserts are hot. • Know what a time zone is. Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole. • Know how floods occur. • Know how people prepare for flooding. • Know the potential impact of climate change on our local area in relation to flooding. 	<p><u>Map Skills</u></p> <p>Scale, symbols, Ordnance survey, Key/legend, Grid reference, Feature, symbol, landmark, mile/kilometre, aerial map, contours, northings/eastings, cartography</p> <p><u>Extreme Earth</u></p> <p>crust, mantle, inner core, outer core, tectonic plates, plate boundaries, magma, continental drift, lava, eruption, fault lines, Richter Scale, Activation Trough, Crest Flood plains</p>
Computing	<ul style="list-style-type: none"> • Know how to collaborate to create digital content. • Know how to create a consistent design for my presentation, and present to others. <p>Computer Science</p> <ul style="list-style-type: none"> • Know how to design, plan & create complex programs. • Know how to test, debug and modify a program to improve it. • Know how to write a program using a text based programming language. 	<p>Reputation Online Bullying Copyright Self-Image Identity Trust Risks Profile Password</p>

	<ul style="list-style-type: none"> ● Know how to use logical reasoning to detect and correct errors in algorithms and programs. ● Know and understand how computer networks work, including the internet. ● Know how to talk about the way search results are selected and ranked. <p>Information Technology</p> <ul style="list-style-type: none"> ● Know how to create and combine a range of media in order to produce digital content. ● Know how to improve the quality and presentation of my work using editing and formatting techniques. ● Know how to create a digital storyboard to plan a project or investigation. ● Know how to use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Know how to explain how to protect my computer or device from harm on the Internet. ● Know and understand the need for copyright and the consequences of ignoring it. ● Know how to support my friends to protect themselves and make good choices online, including reporting concerns to an adult. ● Know the ways in which the media can shape our ideas about gender. ● Know that if I need help I keep asking for it until I get help. ● Know of the need for positive online relationships and I am mindful of others feelings at all times. ● Know that I need to create a positive online reputation. ● Know how to capture evidence of online bullying and how to report it. ● Know how to keep my data private and secure. ● Know the impact technology can have on my health, wellbeing and lifestyle. 	Private Empathy Digital Media Design Copyright Formatting Online Account Graphics Storyboard Interactivity Transparent / Opacity Server Send / Share Search Engine Background Augmented Reality Airdrop Brainstorm Virtual Reality Personal Information Upload Scene Brief Tools Cloud / Network Avatar App Developers Visual coding Android Mobile Program Cloud Prototypes Logo Design Content Bugs Feedback Functions Commands For loop
Design Technology	Mechanical Systems-Fairground Rides <ul style="list-style-type: none"> ● Name everyday objects that use electrical motors to cause rotation. ● Know how rotation is used in fairground rides. ● Know how electrical circuits and motors are used to make objects rotate. ● Know how an electrical circuit with a motor can be used to create rotating parts. ● Know how pulley and belt systems can be used to transfer movement. ● Know ways of strengthening and reinforcing structures. ● Know ways in which ideas for frameworks could be developed into ideas for their own fairground ride designs. ● Design an appropriate electrical circuit for their ride. ● Know the process they will need to go through to successfully complete their product. ● Know how to work accurately and safely with a variety of tools, materials and electrical components. ● Identify ways of improving their fairground rides to create a finished product of a high quality. 	Fairground Rides Prototype Circuits Rotating parts Speed Axles Pulley and belt Transferring motion Shell structures

	<ul style="list-style-type: none"> • Know how to evaluate a finished product fairly. • Suggest ways they could improve their product if they were to make it again. • Recognise ways in which they have been successful. <p>Textiles-Cushions</p> <ul style="list-style-type: none"> • Know how cushions have changed over time. • Know what functional and aesthetic means. • Know how to analyse products for the purpose. • Know how to thread a needle. • Know how to knot thread. • Know how to cut materials. • Know how to pin materials together. • Know a range of stitches. • Know what makes products more visually appealing. • Use sewing skills to decorate a piece of material. • Name a range of fastenings. • Name success criteria for fastenings. • Know advantages and disadvantages of types of fastening. • Know how to develop a plan for making a product including what material they will use, types of stitch and fastenings. • Know how to assess against success criteria. <p>Cooking and Nutrition-A Healthy Burger</p> <ul style="list-style-type: none"> • Know that products can be made from a range of foods. • Know what nutritional information is. • Know how to use nutritional information when selecting products. • Know that there are a range of products with varying nutritional values. • Know how products are made. • Know that products can be cooked in a variety of ways. • Know that hygiene and safety rules are a vital part of preparing and cooking. • Know the 'bridge' technique for safely chopping food. • Know that frying has to be carried out carefully using strict criteria in order to prevent fat splashes and burns. • Know that products are often served with accompaniments and why the accompaniments are used. • Know how to conduct a survey. • Develop an understanding of market research. • Know that culture and society may inform people's opinions. • Know how to select tools appropriately when cooking. • Know and follow hygiene and safety rules when cooking. • Know how to adapt plans if necessary. • Know how to test products and evaluate success based on design criteria. 	<p>Cushions</p> <p>Seam Seam allowance Wadding Reinforce Hem Pattern pieces Threads Fastenings Fabric Applique Aesthetic/Practical Annotate Functionality Innovation Mock-up Prototype Running stitch Back stitch Overstitch Zigzag stitch</p> <p>Burgers</p> <p>Flavour Texture Calories Nutritious value Cuisine Dice</p>
Art and Design	<p>Autumn</p> <ul style="list-style-type: none"> • I know how artists use their drawing skills to make objects. • I can share my responses to an artist's work, thinking about their intention and outcome. • I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists' use. 	<p>2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net Typography</p>

	<ul style="list-style-type: none"> • I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. • I can use negative space and the grid method to help me see and draw. • I can explore typography and design lettering which is fit for purpose. • I can transform my drawing into a three-dimensional object. • I can share my work with others and talk about my intention and the outcome. • I can listen to my classmates' response and take their feedback on board. • I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. • I can photograph my three-dimensional work, thinking about presentation, lighting, focus and composition. <p>Spring</p> <ul style="list-style-type: none"> • I know how artists explore their identity by creating layered and constructed images. • I can share my response to an artist's work with my classmates. • I can use my curiosity to think about how I might adapt techniques and processes to suit me. • I can use my sketchbook to record, generate ideas, test, reflect and record. • I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning. • I can share my work with my classmates, articulate how I feel about the journey and outcome. • I can listen to feedback from my classmates and respond. • I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work. • I can take photographs of my artwork, thinking about lighting, focus and composition. <p>Summer</p> <ul style="list-style-type: none"> • I know what domestic architecture is. • I have explored the Tiny House movement. • I can discuss with the class how ways of designing might affect our lives. • I can use my sketchbook to collect, record and reflect my ideas and thoughts. • I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes. • I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. • I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination. 	<p>Graphic Design Collage Structure Balance Present Share Reflect Respond Articulate Feedback Similarities Differences Identity Layer Constructed Portraiture Layering Digital Art Physical Domestic Architecture Aspirational Visionary Environmental Tiny House Movement Form Materials Scale Interior Exterior Context Location Design through Making Model Maquette</p>
--	---	---

	<ul style="list-style-type: none"> • I can present my work, reflect and share it with my classmates. • I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. • I can photograph my work considering lighting, focus and composition. • I can make short films of my work giving a close-up tour of my architectural model. 	
Music	<p>Electricity</p> <ul style="list-style-type: none"> • Able to self-correct when a performance goes wrong. • Know how to place music within both time and place, identifying features specific to justify the placement. • Confidently justify opinions of different styles of music, using knowledge of musical conventions and instrumental knowledge. • Demonstrate a secure sense of pulse when singing and playing in unison and within an ensemble. • Demonstrate musicality in the control and production of sound using expression. • Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity. • Know that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey. <p>Garageband</p> <ul style="list-style-type: none"> • Know how to improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase. • Know how to play the chord sequence in time with the metronome. • Know how to use GarageBand to compose and record a more a complex melody using notes from the chord and passing notes. • Confidently demonstrate a secure sense of pulse when playing. • Demonstrate knowledge and understanding using musical terminology when creating and can identify the strengths and areas for development in a piece. • Select the appropriate notes to accompany a melodic line. <p>Reggae</p> <ul style="list-style-type: none"> • Able to self-correct when a performance goes wrong. • Know how to place music within both time and place, identifying features specific to justify the placement. • Confidently justify opinions of different styles of music, using knowledge of musical conventions and instrumental knowledge. • Demonstrate a secure sense of pulse when singing and playing in unison and within an ensemble. • Demonstrate musicality in the control and production of sound using expression. • Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. 	<p>clef pulse staff time signature minim quavers rest semibreve semiquavers notation rhythm time signature ostinato minimalist structure texture chord major minor melody root note binary passing note accompaniment harmony binary form ternary form chorus introduction structure verse drum groove riff accompaniment chords off-beat bass line</p>

	<ul style="list-style-type: none"> • Know that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey. 	
Physical Education	<ul style="list-style-type: none"> • I can create and use space to help my team. • I can pass and receive the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can tag opponents individually and when working within a unit. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using compositional devices to improve the quality. • I can lead a small group through a short warm-up routine. • I can use appropriate language to evaluate and refine my own and others' work. • I can work collaboratively with others to create a sequence. • I understand how to work safely when learning a new skill. • I understand what counter balance and counter tension is and can show examples with a partner. • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve. • I can use feedback provided to improve the quality of my work. • I can officiate and help to manage a game by refereeing. • I can work in collaboration with others so that games run smoothly. • I can strike a bowled ball with increasing consistency and accuracy. • I can use a wider range of fielding skills with increasing control under pressure. • I can work in collaboration with others so that games run smoothly. • I understand and can apply some tactics in the game as a 	Passing Receive Rules Collaboratively Balance Sequence Counter balance Counter tension Orientate Problem solving Rules Collaboration Refereeing Bowled ball Consistency Accuracy Batter Bowler Fielder Defensive skills Possession Create space Flexibility Strength Balance Choreograph Actions Dynamics Emotions Feelings Characters Fitness Leadership Fair play Honesty Technique Pace

	<p>batter, bowler and fielder.</p> <ul style="list-style-type: none"> ● I am confident to lead others and can contribute appropriate ideas to group work. ● I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. ● I can create and use space to help my team to maintain possession and create scoring opportunities. ● I can perform a range of skills with control and can select the appropriate action for the situation under pressure. ● I can work in collaboration with others to self-manage games so that they run smoothly. ● I recognise my own and others' strengths and areas for development and can suggest ways to improve. ● I apply the rules of the game honestly and consistently when playing and refereeing. ● I am confident to lead others, demonstrating poses and teaching them my flow. ● I can use my breath to transition from one pose to another with control. ● I can use yoga poses to improve my flexibility, strength and balance. ● I choose poses which link easily from one to the other to help my sequence flow. ● I recognise my own and others strengths and areas for development and can suggest ways to improve. ● I understand that there are different areas of fitness and how this helps me in different activities. ● I can choreograph a dance and work safely using a prop. ● I can lead a small group through a short warm-up routine. ● I can perform dances confidently and fluently with accuracy and good timing. ● I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. ● I can use appropriate language to evaluate and refine my own and others' work. ● I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. ● I can work in collaboration with others so that games run smoothly. ● I recognise my own and others strengths and areas for development and can suggest ways to improve. ● I understand that there are different areas of fitness and how this helps me in different activities. ● I can compete within the rules showing fair play and honesty. ● I can help others to improve their technique using key teaching points. ● I can identify my own and others' strengths and areas for development and can suggest ways to improve. ● I can perform jumps for distance using good technique. ● I can select and apply the best pace for a running event. ● I can show accuracy and good technique when throwing for distance. ● I understand that there are different areas of fitness and 	
--	---	--

	<p>how this helps me in different activities.</p> <ul style="list-style-type: none"> ● I use different strategies to persevere to achieve my personal best. 	
Languages	<p><u>This is me!</u></p> <p>To recall phrases to describe feelings in the target language.</p> <p>To understand and use adjectives to describe personality and physical appearance.</p> <p>To understand and write several sentences about personality and physical appearance.</p>	<p>diez – 10 once – 11 doce – 12 trece – 13 catorce – 14 quince – 15 dieciséis – 16 diecisiete – 17 dieciocho – 18 diecinueve – 19 veinte – 20 treinta – 30 cuarenta – 40 cincuenta – 50 sesenta – 60</p> <p>Daily Routine Questions and Answers Bank</p> <p>¿A qué hora te despiertas? - What time do you wake up? Me despierto a las... - I wake up at ...</p> <p>¿A qué hora te levantas? – What time do you get up? Me levanto a las ... - I get up at ...</p> <p>¿A qué hora te vistes? – What time do you get dressed? Me visto a las ... - I get dressed at...</p> <p>¿A qué hora desayunas? - What time do you have breakfast? Desayuno a las ... – I eat my breakfast at ...</p> <p>Es la una en punto – it is one o'clock Son las - it is dos en punto - two o'clock tres en punto - three o'clock cuatro en punto - four o'clock cinco en punto - five o'clock seis en punto - six o'clock siete en punto - seven o'clock</p>

		<p>ocho en punto - eight o'clock nueve en punto - nine o'clock diez en punto - ten o'clock once en punto - eleven o'clock doce en punto - twelve o'clock Es mediodía. – it's midday. Es medianoche. – it's midnight</p> <p>Daily Routine Questions and Answers Bank ¿A qué hora te despiertas? - What time do you wake up? Me despierto a las... - I wake up at ... ¿A qué hora te levantas? – What time do you get up? Me levanto a las ... - I get up at ... ¿A qué hora te vistes? – What time do you get dressed? Me visto a las ... - I get dressed at... ¿A qué hora desayunas? - What time do you have breakfast? Desayuno a las ... – I eat my breakfast at ... ¿A qué hora te cepillas los dientes? – What time do you brush your teeth? Me cepillo los dientes a las... – I brush my teeth at... ¿A qué hora te duchas? – What time do you have a shower? Me ducho a las... – I have a shower at... ¿A qué hora vas a la escuela? – What time do you go to school? Voy a la escuela a las... - I go to school at ...</p>
--	--	---

<p><u>Homes and Houses</u></p>	<p>To understand the nouns for rooms in a house in the target language To understand the nouns for some items of furniture To read and understand some simple descriptions of rooms in a house in the target language. To follow and understand a descriptive story To write descriptive sentences using adjectives of colour and size To recognise and understand some familiar and unfamiliar nouns in the target language To understand some prepositions</p>	<p>la casa - the house la habitación - the bedroom la cocina – the kitchen el baño - the bathroom el comedor - the dining room el salón - the lounge/ living room el garaje - the garage el jardín - the garden</p> <p>bonito / bonita - beautiful grande – big or large pequeño / pequeña - small antiguo / antigua - old moderno/moderna – modern una mesa – a table una silla – a chair una puerta – a door una ventana – a window una cama – a bed una alfombra – a rug</p>
<p><u>Playing and Enjoying Sport</u></p>	<p>To create opinions about a sport in the target language To look at and use the verb ‘to play’ To understand and write simple information about a sport in the target language To express a like or dislike of a sport in the target language</p>	<p>el cricket - cricket el tenis - tennis el fútbol - football el baloncesto – basketball el baile - dance la gimnasia - gymnastics el rugby - rugby la natación - swimming el ciclismo – cycling el balonmano - handball rápido - fast genial - great aburrido - boring un reto - challenging divertido – fun basura - rubbish difícil – difficult guay - cool tranquilo – calm/gentle cansado – tiring ¿Te gusta...? - do you like...? Me gusta ... porque es... - I like ... because it is... No me gusta ... porque es... - I don't like ... because it is... Me encanta ... porque es... - I love ... because it is... Odio... porque es... - I</p>

	<p><u>My best day ever</u></p> <p>Talk about funfair rides I like and dislike. Create extended sentences about funfair rides. Write simple sentences about my daily routine. Tell the time in Spanish. Describe of a typical day at the funfair.</p>	<p>loathe ... because it is...</p> <p>Funfair Noun Bank el tio vivo – the carousel el barco pirata – the pirate boat la noria – the ferris wheel la mansión encantada – the haunted house las tazas - the teacups las cataratas – the log flume las sillas voladoras – the flying chairs la montaña rusa – the rollercoaster</p> <p>Question and Answer Time Phrases Bank ¿Qué hora es? – What time is it? Es / Son - it is la una en punto - one o'clock las dos en punto - two o'clock las tres en punto - three o'clock las cuatro en punto - four o'clock las cinco en punto - five o'clock</p> <p>Daily Routine Bank Me levanto – I get up Desayuno – I eat breakfast Me preparo – I get ready Voy a la feria – I go to the funfair Vuelvo a casa – I go back home</p> <p>Opinion Bank Me encanta – I love Me gusta – I like No me gusta – I don't like Odio – I hate porque – because</p> <p><u>Adjectives:</u> change “o” for “a” if the funfair ride is “la” or “las” es... - it is ... alto - high lento – slow rápido – fast</p>
--	---	--

	<p><u>Tapas culture</u></p> <p>Say some nouns for Spanish tapas. Express opinions about food and drinks. Create my own tapas menu. Order food and drinks in target language. Understand a café conversation. Create a café conversation.</p>	<p>aburrido – boring divertido – fun emocionante – exciting terrorífico – terrifying</p> <p>Food and drink nouns bank</p> <p>TAPAS (singular) (el) chorizo – (the) pork sausage (el) queso – (the) cheese (la) tortilla – (the) Spanish omelette</p> <p>TAPAS (plural) (las) albóndigas – (the) meatballs (las) patatas bravas – (the) bravas potatoes (las) gambas – (the) prawns (las) croquetas – (the) croquettes (los) calamares – (the) squid rings</p> <p>DRINKS Coca-cola – Coke Fanta de naranja – orange fanta Fanta de limón – lemon fanta Zumo – juice Mosto – grape juice</p> <p>Verb phrases bank Me encanta – I love Me gusta – I like No me gusta – I don't like Odio – I hate</p> <p>Café role play phrases bank</p> <p>Hola - hi Buenos días – good morning Buenas tardes – good afternoon/evening ¿Que querías? – what would you like? Quería una tapa de... - I'd like a tapa of... Quería dos tapas de... - I'd like two tapas of... Por favor - please ¿Y tú? – and you? ¿Cuánto es? – how much is it?</p>
--	--	--

	<p><u>Let's Celebrate</u></p> <p>Understand a text in Spanish covering a variety of topics. Say several sentences about myself in Spanish. Create a presentation about myself. Understand and create a recipe for a mocktail in Spanish. Understand vocabulary about nature for a scavenger hunt. Apply my language detective skills to learn another language.</p>	<p>Son ... euros con ... céntimos – it's...euros and...cents ¡Claro! – of course! Muchas gracias – thank you very much De nada – you are welcome Adiós – good bye Hasta pronto – see you soon</p> <p>“All about me!” Bank</p> <p>Me llamo - My name is Tengo ... años. – I am ... years old. Vivo en – I live in con – with mi padre - my father mi madre – my mum Tengo – I have el pelo castaño – brown hair los ojos marrones – brown eyes Soy creativo / creativa. – I am creative. Soy deportista. – I am sporty. Soy divertido / divertida.– I am funny. Soy activo / activa. - I am active. Me gusta jugar – I like playing es divertido – it's fun es aburrido – it's boring Juego – I play con mis amigos – my friends en el colegio – at school Mi cumpleaños es en... - My birthday is in... Mi color favorito es... – My favourite colour is... Mi número favorito es... – My favourite number is... Mocktail bank añade - Add exprime - Squeeze corta – Chop mezcla - Mix sirve - Serve la batidora – the blender el zumo – the juice a tu gusto – your taste</p>
--	---	--

		<p>un vaso – a glass con hielo –with ice cubes ¡Delicioso! - Delicious!</p> <p>Scavenger hunt nouns bank</p> <p>una hoja – a leaf un árbol – a tree una nube – a cloud una flor – a flower un palo – a stick una piedra – a stone un insecto – an insect un banco – a bench</p>
PSHE	<ul style="list-style-type: none"> ● Attraction to others; romantic relationships; civil partnership and marriage ● Recognising and managing pressure; consent in different situations ● Expressing opinions and respecting other points of view, including discussing topical issues ● Valuing diversity; challenging discrimination and stereotypes ● Evaluating media sources; sharing things online ● Influences and attitudes to money; money and financial risks ● What affects mental health and ways to take care of it; ● Managing change, loss and bereavement ● Managing time online ● Human reproduction and birth ● Increasing independence; managing transition ● Keeping personal information safe; ● Regulations and choices; drug use and the law; drug use and the media 	<p>Abuse Advertising Advice Age Rating Age-Restrictions Aggressive Behaviour Alcohol Alteration Anti-Social Behaviour Assertive Attitudes Benefits Borrowing Cannabis Cervix Cigarettes Civil Partnership Clitoris Commitment Conflict Contraception Dares Death Debt Depressant Digital Footprint Discrimination Diversity e-cigarettes/vape Fallopian tubes Forced Marriage Fraud Gambling Gangs Grief Hallucinogen Intimate Legal Manipulation Marketing Misuse Ovary Passive Peer pressure</p>

		<div>Personal Information</div> <div>Personal Safety</div> <div>Physical Contact</div> <div>Point of View</div> <div>Pregnancy</div> <div>Role Model</div> <div>Sexual Intercourse</div> <div>Sexual Orientation</div> <div>Social Media</div> <div>Prejudice</div> <div>Reality</div> <div>Recovery</div> <div>Report</div> <div>Request</div> <div>Restrictions</div> <div>Solvents</div> <div>Sperm</div> <div>Stereotypes</div> <div>Stimulant</div> <div>Stress</div> <div>Substance</div> <div>Toxic</div> <div>Transition</div> <div>Unconscious</div> <div>Urethra</div> <div>Uterus</div> <div>Value for Money</div> <div>Viruses</div> <div>Womb</div>
--	--	--