

Swifts Curriculum Year A

YEAR GROUP 5/6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Whole Class Reading Malamander by Thomas Taylor Why the Whales Came - Michael Morpurgo		Whole Class Reading Who Let the Gods Out? By Maz Evans		Whole Class Reading Cogheart by Peter Bunzl	
KEY TOPIC/VALUE	Rivers, Coastlines and Oceans	Mountains - focus Mt Everest	Ancient Greeks		Victorians Inventors and Inventions	Local History
ENGLISH	<p><u>Journalistic writing</u> Read and respond to articles note features and style e.g. passive voice, formal language, quotes etc. write newspaper account of the attack on Mrs Fossil by The Malamander</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence <p><u>Narrative</u> - Describe settings and create atmosphere</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Use stylistic devices to create effects <p>'Show don't tell' techniques Beach descriptions - Eerie-on-Sea</p> <p>Short story involving finding mysterious box washed up on the shore</p>		<p><u>Myths – Theseus and Minotaur. Odyssey. Heracles. Pandora's Box</u></p> <p>Stories about Greek Heroes and mythical creatures and the lives of the Greek gods and goddesses (link to references in class text 'Who Let the Gods Out?')</p> <p>Describe the gods and their symbols and relationships</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p><u>Narrative</u> Independent Write: Greek Myth</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 		<p><u>Poetry</u> – High Victorian Poetry (e.g. the works of Alfred Tennyson, Robert Browning and Elizabeth Barrett Browning) and the Pre-Raphaelites (including Dante Gabriel Rossetti, Christina Rossetti and William Morris).</p> <p><u>Narrative Poetry and Ballads</u></p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>TWS Units: <u>Poetry</u> The Highwayman by Alfred Noyes (5) Hope-o-potamus by Greg James and Chris Smith (6)</p>	

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	<p>Kevin The Carrot Short Video from Literacy Shed – use to write effective setting, building tension and creating atmosphere with humorous twist (end of Autumn Term Christmas theme)</p> <p><u>Non-fiction - Persuasive writing</u></p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Write persuasive texts about the harm of plastic pollution in the oceans (TWS)</p> <p>Independent Write - persuasive speech on a topic of their choice or Water Aid</p> <p><u>Narrative</u></p> <p>Children should be taught to draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs <p>Narrative TWS Unit - Thornhill</p>	<p><u>Narrative</u> TWS unit - Firework Maker's Daughter</p> <p>TWS unit - The Fantastic Flying Books of Mr. Morris Lessmore by William Joyce - picture book</p> <p><u>Personal Writing - Diaries</u></p> <p>Describe tone, language, purpose of diary •</p> <ul style="list-style-type: none"> summarise the main ideas drawn from more than one paragraph, Write in a variety of genres and forms, taking account of different audiences and purposes <p>Write entries from p.o.v of main character</p> <p><u>Plays and playscripts</u></p> <p>Learn and perform the story of The Wooden Horse of Troy or write own playscripts based on Aesop's Fables</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates preparing poems and plays to read aloud and to perform, <p>https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs</p> <p><u>Non-fiction - Balanced Argument (TWS unit)</u></p>			<p>Learn by heart- Victorian poems for children: Jabberwocky' by Lewis Carroll, or Edward Lear's The Jumblies</p> <p>The Tyger – William Blake</p> <p>From a Railway Carriage - RL Stevenson</p> <p>The Listeners – Walter De La Mare</p> <p>See selection at: https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talki-ng-poetry/z6v247h</p> <p>Choose poem to turn into narrative e.g facing up to the Jabberwocky, or meeting the Tiger in the middle of the forest</p> <p><u>Narrative</u> TWS Units: The Present by Jacob Frey (5) - short film</p> <p>Zoo or Gorilla by Anthony Browne (5) Picture books</p>	

	<p>Independent write - continue story from midway through text</p> <p>WCR - Why the Whales came - (VIPERS)</p>	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Learn how to write a balanced argument on the theme Screen Use</p> <p>Followed by Independent Write</p>	
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ENGLISH	<p><u>Non-fiction</u>- presenting information for Topic (Geography) TWS Unit on Mt Everest</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		<p><u>Non-fiction</u>- presenting information for History book having discussed/researched subjects</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction <p>TWS UNIT - Detailed Ancient Greece Timeline</p>	<p><u>Non-fiction</u>- presenting information for History book having discussed/researched subjects e.g. Inventions/Industrial Revolution and lives of the rich and poor in Victorian Britain</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		
<p>Children should be taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>proof-read for spelling and punctuation errors</p>						

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MATHS	<p><u>Week 1 Place Value</u> Numbers to 10,000, 100,000, 1 million, 10 million</p> <p>Compare and order any number</p> <p>Round any number</p> <p>Negative numbers</p> <p><u>Week 3 Add and subtract</u></p> <p>Add whole numbers</p> <p>Subtract whole numbers</p> <p>Inverse operation</p> <p>Multi-step addition and subtraction problems</p> <p><u>Week 4 multiplication</u></p> <p><u>Week 5 and 6 division</u></p> <p>Factors and common factors</p> <p>Order of operations</p>	<p><u>Week 7</u></p> <p>Common multiples</p> <p>Prime numbers</p> <p>Squares and cubes</p> <p><u>Week 8-12 Fractions</u></p> <p>Equivalent fractions</p> <p>Simplify fractions</p> <p>Improper to mixed numbers</p> <p>Mixed numbers to improper fractions</p> <p>Fractions on a number line</p> <p>Compare and order</p> <p>Add and subtract fractions</p> <p>Add mixed numbers</p>	<p><u>Week 1-2 Multiply and divide for Yr 5 Ratio for Yr 6</u></p> <p>Ratio and fractions</p> <p>Calculating ratio</p> <p>Using scale factors</p> <p><u>Week 3 Year 5 AND 6 Multiply fractions and fractions of amounts</u></p> <p><u>Week 4 - 6 Decimals & percentages</u></p> <p>Decimals up to 2 decimal places</p> <p>Understand thousandths</p> <p>Multiply and divide by 10, 100 and 1,000</p> <p>Multiply decimals by integers</p> <p>Divide decimals by integers</p> <p>Decimals as fractions</p> <p>Fractions to decimals</p> <p>Understand percentages</p> <p>Fractions to percentages</p> <p>Equivalent FDP</p> <p>Order FDP</p> <p>Percentage of an amount</p>	<p><u>Week 7-8 Decimals for Yr 5 Algebra for Yr 6</u></p> <p>Find a rule</p> <p>Forming expressions</p> <p>Substitution</p> <p>Formulae</p> <p>Forming equations</p> <p>Find pairs of values</p> <p><u>Week 9</u></p> <p>Kilograms and kilometres</p> <p>Milligrams and millilitres</p> <p>Metric measures</p> <p>Convert and calculate with metric measures</p> <p>Miles and kilometres</p> <p>Imperial measures</p> <p><u>Week 10-11</u></p> <p>Perimeter, area and volume</p> <p><u>Week 12 Statistics</u></p> <p>Read, draw, solve problems involving line graphs and pie charts for Yr 6</p> <p>The mean</p>	<p><u>Week 1-3 Geometry, Properties of shape</u></p> <p>Measure with a protractor</p> <p>Calculate angles</p> <p>Vertically opposite angles</p> <p>Angles in a triangle</p> <p>missing angles</p> <p>Angles in special quadrilaterals</p> <p>Angles in regular polygons</p> <p>Draw shapes accurately</p> <p>Draw nets of 3-D shapes</p> <p>CONSOLIDATION OR INVESTIGATIONS</p> <p>SATS PRACTICE</p> <p>ARITHMETIC</p>	<p><u>Themed projects, consolidation and problem solving</u></p> <p><u>Summer term resources will be released in March 2023 (Year 5)</u></p>

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SCIENCE	<p>CHANGES OF MATERIALS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments <p>ANIMALS INCLUDING HUMANS</p> <p>Pupils should be taught to:</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 	<p>LIGHT AND SIGHT</p> <p>Pupils should be taught to:</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. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations <p>LIVING THINGS AND THEIR HABITATS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on 			<p>LIVING THINGS AND THEIR HABITATS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. (Year 6 - transition to High School link to PSHE) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <p>LOOKING AFTER THE ENVIRONMENT</p> <p>Pupils should be taught to:</p>	

- describe the ways in which nutrients and water are transported within animals, including humans.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identifying scientific evidence that has been used to support or refute ideas or arguments

- similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identifying scientific evidence that has been used to support or refute ideas or arguments

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HISTORY	<p>Pupils should: construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Focus on the Royal family - history and significance:</p> <p>The Platinum Jubilee of Elizabeth II - international celebration in 2022 marking the 70th anniversary of the accession of Queen Elizabeth II on 6 February 1952</p> <p>Death of Queen Elizabeth II - Sept 2022</p> <p>Accession of King Charles III</p> <p>King Charles's Coronation - May 7, 2023</p>		<p>Pupils should: continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world and how our knowledge of the past is constructed from a range of sources</p> <ul style="list-style-type: none"> • Examine pics of Greek artefacts (such as vases) and use these to make inferences about the past. • Describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs. • Describe how Greek society has had an impact on modern society. • Discuss the notion of democracy • Examine the timeline of the Greek civilisation. • Compare what was happening in the Greek civilisation with what was happening in Britain. • Place the chronology of key events of the Greek civilisation on a timeline • Describe the ideas, beliefs and attitudes of people in the Greek civilisation. • Learn about the expansion of Empire under Alexander the Great. 	<p>All pupils should: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Learn about: Victorian Era</p> <ul style="list-style-type: none"> • Industrial revolution – inventions and inventors • Royal family • Everyday life <p>A local history study (Summer 2)</p> <ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – <i>focus on the history of the school using archive material</i> 		

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GEOGRAPHY	<p>Pupils should</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <p>Learn about contrasting coastal regions - compare Cromer to Blackpool and Jurassic Coast. How human activity, rock type and erosion affect coastline. Mapwork.</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Field Trip to Cromer - beach clean and museum visit - how coast has changed over time (physical and human activity)</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography including climate zones, rivers, mountains, and the water cycle <p>Learn about:</p> <ul style="list-style-type: none"> journey of river and features of upper, middle and lower course coastal features e.g. headland, bay, spit, arch, stack and stump formation and location of major mountain ranges - with a focus on Mt Everest and independent research on another of their choice (TWS literacy unit) 		<p>Pupils should:</p> <ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include Europe <p>Learn about:</p> <ul style="list-style-type: none"> where Greece is and how it is made up of different islands plus mainland climate and landscape importance of trade routes expansion of Empire under Alexander the Great 	<p><i>Link to Local Study in History</i></p> <p>Pupils should:</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Learn about:</p> <p>The history of the village through the use of school archive and old photographs of the village dating back to Victorian era</p> <ul style="list-style-type: none"> cider making brick works school since 1871 local historic buildings e.g. guildhall, church <ul style="list-style-type: none"> Map work - orienteering 		

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ART & DESIGN	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Seascapes</p> <p>Paul Klee - Golden Fish, Fish Magic</p> <p>Use of mixed media to make pictures and collages</p> <p>DT: Design and make coastline using clay</p>		<p>DRAWING & PAINTING</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> • Proportions of body – Greek gods and goddesses • Proportions of face – Zeus • Perspective - drawing Parthenon/temple with vanishing points left and right <p>Pattern work - Zodiac designs and Ancient Greek geometric patterns</p> <p>DT: measure, cut and join balsa wood to make Pandora’s Box, or Parthenon using newspaper</p>		<p>DESIGN FOCUS – William Morris</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Create and print patterns based on designs by William Morris</p> <p>Victorian Dress (V and A Museum)</p>		

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MUSIC	Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 					
	Charanga Children learn to sing Christmas carols and songs old and new Accompaniment on percussion	Charanga Learn to sing and perform the songs from Heroes of Troy (BBC) or Compose and play simple tunes to accompany drama (Aesop's Fables)	Charanga Children listen and respond to great composers – link to History topic Victorians: <ul style="list-style-type: none"> • Edward Elgar • Vaughn Williams <u>Royal Albert Hall</u> was built in 1878			
COMPUTING	Year 5 Teach Computing Computing systems and networks - Systems and searching Creating media – Introduction to vector graphics- linked to Art/Christmas cards designs- Google Drawings General research - chromebooks Internet safety- linked to PSHE <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		Programming A – Selection in physical computing Data and information – Flat-file databases - link to Science (Spring 2)	Programming B – Selection in quizzes Creating media - Video production- creating short videos in groups linked to Science/topic		

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PE	<p>FITNESS and OUTDOOR AND ADVENTUROUS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best • take part in outdoor and adventurous activity challenges both individually and within a team • play competitive games, modified where appropriate [e.g. dodgeball] and apply basic principles suitable for attacking and defending <p>Circuit training and cross country running</p> <p>Team building games and trust games</p>		<p>GYMNASTICS and DANCE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns <p>Improve and refine routines and sequences</p>		<p>ATHLETICS and GAMES</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, cricket, netball, hockey, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Athletics e.g. speed bounce, javelin throw Year 5 – SWIMMING</p> <p>Cricket/hockey coaching</p>	
FOREIGN LANGUAGE	<p>Introducing self, colours and numbers</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding <p>Learn song 'Ou habite tu?' and 'Qu'est-ce que tu aime'. Learn simple phrases including my name is..., where I live, how old I am etc.</p>		<p>Introducing others, body parts, food</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <p>Learn words for different foods and how to ask for foods in cafe</p> <p>Learn song 'Qu'est-ce que tu aime'</p>		<p>School, time, months, date</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing 	

	<ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures <p>Learn words for body parts and how to describe self and others using simple sentence such as 'Il a les cheveux bruns.'</p> <ul style="list-style-type: none"> • describe people, places, things and actions orally and in writing; 	<ul style="list-style-type: none"> • broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
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RE	PLAN BEE Year 6 topics Stories of Hinduism	What is a Church?	What is the Qu'ran?	Expressing faith through the arts	Sikh worship and community	What happens when we die?
PSHE	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 bereave ment; 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