

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (Cycle 1)	Is Hogwarts really haunted or is it just the shadows		Were the Romans really rotten?		Ancient Egyptians - Awful or Awesome	
Topics (Cycle 2)	World War 1 - was it really a great war?		Can square cubes look round?		Pre-historic - Was it all just a bunch of cavemen?	
Collective Worship (Cycle 1) Diocese of Ely Acts of Worship	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Gifts Baptism of Christ Follow the Leader Guiding Light Parties People of Light and Darkness	Don't Do That! Sacrifices Water of Life Mothering Sunday Grain and Wheat Palm Sunday	Doubts Bravery Sheep Friends of Servants Prayer Tree Punished for Doing Good	Happy B'day Church Character building Everybody's Equal Don't Look Back Respect What a year! Mary Jones's Bible
Collective Worship (Cycle 2) Diocese of Ely Acts of Worship	Rules for Living The Royal Law Watch your Mouth! The Secret Servant Lesson from Esther Children are Best Doing Good	Don't Give Up Two Commandments Get Ready Don't Be Frightened Stir Up Sunday The Jesse Tree (x3)	The Time is Right Three Kings Day The Really Wise Men Skills and Talents (x2) The Light of Jesus Difficult Tasks	Don't Bear Grudges What Does your Face Show? What is Faith? Sports and Prizes Rules & 2 nd Chances Amazing Mum!	Shock and Surprise Alphabets Bravery Sheep The Church Grows Up	Doing Good Happy B'day Church Character building Don't Look Back Respect What a year! Mary Jones's Bible
Visits/ Visitors (Cycle 1)	Harry Potter Studios TBC		Roman day in school – Visitors TBC			
Visits/ Visitors (Cycle 2)			Cadbury World		Grimes Graves or Flag Flenn	
Reading Texts (Cycle 1)	Fiction: Harry Potter and The Philosopher Stone- JK Rowling Non-Fiction: The book of Dragonology Links: Fiction/ Non F	Fiction: Harry Potter and The Philosopher Stone- JK Rowling Non-Fiction: The book of Dragonology Links: Fiction/ Non F	Non-Fiction - Were the Romans really rotten? Fiction: Escape from Pompeii - C Balit Links: Fiction/ Non F	Non-Fiction: Were the Romans really rotten? Fiction: Escape from Pompeii Links: Fiction/ Non F	Non-Fiction: The story of Tutankhamun Fiction: The Cain Chronicles - The Red Pyramid Fiction- The Sun King Links: Ancient Egyptians (History)	Non-Fiction: Rivers and Coasts Fiction: Journey to the River Sea- Eva Ibbotson Links: Ancient Egyptians (History)
Reading Texts (Cycle 2)	Fiction: Iron Man- Ted Hughes Non-Fiction - Horrible Histories Links: War Horse Links WW II Y5/6 (Weeting)	Fiction: Farm boy Non-Fiction: Archie's War Links: War Horse Links WW II Y5/6 (Weeting)	Fiction book: Charlie and the Chocolate Factory Non-Fiction: Fairtrade Links: Fiction/ Non F Links: History Chocolate, DT Non-Fiction: Mayans	Fiction- how to Train a Dragon Non-Fiction: Fairtrade Links: Fiction/ Non F Links: History Chocolate, DT	Fiction: Stig of the Dump Non-Fiction: The Stone age: Hunters, Gatherers and Woolly Mammoths Links: Stone Age (History)	Fiction- Krindlekrax- Philip Ridley Non-Fiction: The Stone age: Hunters, Gatherers and Woolly Mammoths Links: Stone Age (History)
English (Cycle 1)	Non-Fiction Instruction writing.	Fiction: Character and Setting description.	Fiction: Warning tale with Cliff hanger	Non-fiction - Newspaper report	Fiction: Suspense tale - Building suspense.	Non-Fiction: Adverts - Persuasive writing

	<p>“How to catch a Dragon” as model text “How to trap an Ogre” as Shared write Magical spell as hot write Organising non-fiction writing.</p>	<p>Portal Story: Elf Road as model text</p>	<p>Draft and write narrative by creating characters, settings and plot.</p>	<p>Organising non-fiction writing. Hot write - Destruction of Pompeii</p>	<p>Draft and write narrative by creating characters, settings and plot.</p>					
<p>English (Cycle 2)</p>	<p>Non-Fiction: Recount - Letter writing Organising non-fiction writing.</p>	<p>Fiction: Fear story Draft and write narrative by creating characters, settings and plot.</p>	<p>Fiction: Wishing Tale Draft and write narrative by creating characters, settings and plot. Poetry</p>	<p>Non-Fiction: Diary Organising non-fiction writing.</p>	<p>Fiction: Defeating the Monster. Draft and write narrative by creating characters, settings and plot.</p>	<p>Non-Fiction: Discussion with regards to Stone, Iron and Bronze age.</p>				
<p>Mathematics (Cycle 1)</p>	<p>Number: Place Value, HTU, partitioning, count on and back in multiples, bonds, mental add and subtract, inverse (+Yr 4) ThHTU, add using partitioning, column addition.</p>	<p>Number: Partitioning, subtract on number line, arrays, multiply and divide, repeated addition (+Yr4) column subtraction.</p>	<p>Number: add, subtract and place value Decimals Place Value, Fractions, Money: add, subtract Measure: Units, add, subtract, multiply, divide</p>	<p>Fractions - equivalent Measurement: Weight, capacity, length Money: Rounding (yr4+) long multiplication, short division</p>	<p>Number-negative numbers Co-ordinates Geometry Shape Perimeter Angles</p>	<p>Time data handling Addition, subtraction, multiplication, division</p>				
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<p>Science (Cycle 1)</p>	<p>Light -Recognise that they need light in order to see things -Understand that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that shadows are formed with the light from a light source is blocked by an opaque object -Find patterns in the way that the size of shadows change</p>	<p>Sound -Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear -Find patterns between the pitch of a sound and features of the object that produced it -Find patterns between the volume of a sound and the strength of the vibrations that produced it -Recognise that sounds get fainter as the distance from the sound source</p>	<p>Magnets and Forces -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials but not others -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <table border="1" data-bbox="891 1220 1137 1399"> <tr> <td>Tier 2 words</td> <td>Tier 3 words</td> </tr> <tr> <td>Magnet Force experimen</td> <td>Attract Repel Gravity</td> </tr> </table>	Tier 2 words	Tier 3 words	Magnet Force experimen	Attract Repel Gravity		<p>Electricity -Identify common appliances that run on electricity -Construct a simple series electrical circuit, identifying and naming its basic parts (including cells, wires, bulbs, switches, buzzers) -Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp</p>	<p>States of Matter -Compare and group materials together according to whether they are solids, liquids or gasses -Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
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<p>Science (Cycle 2)</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions -Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> -Recognise that living things can be grouped in a variety 	<p>Plants</p> <ul style="list-style-type: none"> -Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) -Explore the requirements of plants for life and growth (air, light, water, 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> -Recognise that living things can be grouped in a variety of ways -Explore and use classification keys to help group, identify and name a variety of living things in 	<p>Geology - Rocks and Fossils</p> <ul style="list-style-type: none"> -Compare and group together different kinds of rocks on the basis of their appearance and the simple physical properties -Describe in simple terms how fossils are formed 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat 																		

	of ways	<p>nutrients from soil, room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants</p> <p>-Explore the part that flowers play in the life cycle of flowering plants (including pollination, seed formation and seed dispersal)</p>	<p>their local and wider environment</p> <p>-Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>with things that have lived are trapped within rock</p> <p>-Recognise that soils are made from rocks and organic matter</p>	<p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>																								
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RE (Cycle 1)	<u>Understanding Christianity</u> Creation/Fall What do Christians learn from the Creation story? Core	<u>Understanding Christianity</u> Incarnation What is the Trinity? Core	<u>Interfaith Unit</u> Marriage across different religions; L1. Christian L2. Jewish L3. Muslim L4. Hindu	<u>Understanding Christianity</u> Salvation Why do Christians call the day Jesus died Good Friday? Core	<u>Understanding Christianity</u> People of God What is it like to follow God? Core	<u>Focus on other Faiths</u> Being a Hindu Would celebrating Divali at home and the community bring a sense of belonging to a Hindu child? How can Brahman be everywhere and in everything?								
RE (Cycle 2)	<u>Understanding Christianity</u> Creation/Fall What do Christians learn from the Creation story? Digging deeper	<u>Understanding Christianity</u> Incarnation What is the Trinity? Digging Deeper	<u>Interfaith Unit</u> Baptism across different religions; L1. Christian L2. Jewish L3. Muslim L4. Hindu	<u>Understanding Christianity</u> Kingdom of God When Jesus left, What was the impact of Pentecost? Core	<u>Understanding Christianity</u> Gospel What kind of world did Jesus want? Core	<u>Focus on Other Faiths</u> Being a Hindu. Would visiting the River Ganges feel special to a non- Hindu? What is the best way for a Hindu to show commitment to God?								
History (Cycle 1)			Roman civilisation Expansion of the empire Improvements in living conditions <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Battle Explore Function Use Apply</td> <td>Aqueduct Barbarian Censor Citizen Consul Dictator</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Battle Explore Function Use Apply	Aqueduct Barbarian Censor Citizen Consul Dictator	Roman civilisation Expansion of the empire Improvements in living conditions Same as previous term	Ancient Egyptian civilisation. Pyramids/ mummies/ farming techniques/ cultures/ religious beliefs <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Battle Explore Function Use Apply</td> <td>Afterlife Akhet Amulet Ankh Cedar</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Battle Explore Function Use Apply	Afterlife Akhet Amulet Ankh Cedar	Ancient Egyptian civilisation. Pyramids/ mummies/ farming techniques/ cultures/ religious beliefs
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			Evaluate Purpose Estimate War	Gladiator Gladius Mosaic legion province toga		Evaluate Purpose Estimate War	Canopic jars Dynasty Delta Egyptologist Imhotep Hieroglyphics Mummy Osiris Thebes Sphinx Tutankhamun														
History (Cycle 2)	Causes of WW1 Life in the trenches Animals in the war	Causes of WW1 Life in the trenches Animals in the war	Development of chocolate third world country. Links: reading texts, Cadbury World, DT		Development of chocolate third world country. Links: reading texts, Cadbury World, DT		Stone age Bronze age Iron age	Causes of WW1 Life in the trenches Animals in the war													
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Geography (Cycle 1)	Volcanoes and mountains and earthquakes.	Volcanoes and mountains earthquakes.	use maps, atlases, globes and digital computer mapping to locate countries in Europe/ modern day names and borders/ names and borders from ancient times.		Water cycle		Egypt continent of Africa. Nile. Farming. Where to build and why. Climate and impact	Volcanoes and mountains and earthquakes.													
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	Analyse Observe Explain	Vent Lava Magma/magma chamber Pyroclastic Eruption Fault line Techtronic plates		words Protect Explain Advantages Disadvantages	words Border	Observe Explain	on Water cycle Acid rain Pollution Saturated zone Estuary droplet	Explore Observe analyse	rs Traders Inundation Harvested Vines Rich soil Kemet Seasons (akhet/peret/shemu)									
Geography (Cycle 2)	<p><i>Use maps and atlases to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</i></p> <p>Borders/territory expansion Comparison to today War to tourism</p>		<p>Countries of Europe Borders/territory expansion Comparison to today War to tourism</p> <p>Links: Y5/6 Locate the world's countries</p>	<p>Climate Rainforest Fair trade</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Climate Weather Compare Contrast Evaluate Explore Analyse Observe</td> <td>Vines Fair trade Jungle Undergrowth Undersitory Fungi Shrubs Canopy Oxygen Microorganisms Deforestation Emergenct Logging Photosynthesis Biome/eco system</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Climate Weather Compare Contrast Evaluate Explore Analyse Observe	Vines Fair trade Jungle Undergrowth Undersitory Fungi Shrubs Canopy Oxygen Microorganisms Deforestation Emergenct Logging Photosynthesis Biome/eco system	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps and atlases to locate Stonehenge</p> <p>Study a region of UK Settlements and Land use.</p>		<table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Observe Analyse Function Explain Explore retell</td> <td>Settlement Land use Congestion Industry</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Observe Analyse Function Explain Explore retell	Settlement Land use Congestion Industry	
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Tier 2 words	Tier 3 words																	
Observe Analyse Function Explain Explore retell	Settlement Land use Congestion Industry																	
DT (Cycle 1)	<p>Wand making, Shadow puppets and Pumpkin soup.</p> <ul style="list-style-type: none"> - Use research criteria to develop products which are fit for purpose - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work - Understand seasonality; prepare & cook mainly savoury 		<p>Catapults and Shields</p> <ul style="list-style-type: none"> - Use research criteria to develop products which are fit for purpose - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work <p>Catapults and Shields</p>															

	Links: Harry Potter		<ul style="list-style-type: none"> -Use research criteria to develop products which are fit for purpose - annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work Links: Roman Civilisations (History)			
DT (Cycle 2)	Clay poppies Trenches Weapons	Clay poppies Trenches Weapons	Cooking - Chocolate recipes - Evaluate existing products and improve own work Links: Cadbury World	Design chocolate boxes - Evaluate existing products and improve own work Links: Cadbury World		
Computing (Cycle 1)	E-Safety	How to use Microsoft office	Coding		Understanding Excel	Collecting and presenting data
Computing (Cycle 2)	E-Safety	How to use Microsoft office	Coding		Understanding Excel	Collecting and presenting data
Art and Design (Cycle 1)	Make an Impression: Print making, string prints, callagraph prints, press print. Rembrandt- etchings Suzie MacKenzie, Sue Brown	Environmental Art: Sculpture Andy Goldsworthy Nils-Udo Richard Schilling	Colour theory: Painting, monochrome. Pablo Picasso – Blue Period	(Colour) Around the World: Native American, African, Indian, Ancient Egyptian, Aboriginal, Fairground Art Links: Ancient Egyptians (History)	Music (shape/ pattern): Panting or mixed media. Wassily Kandinsky Pablo Picasso	Figures: Sculpture Richard Stainthorp Alberto Giacometti Antony Gormley
Art and Design (Cycle 2)	Making your Mark: Drawing, embossing or wire sculpture. Pierre Emmanuel Godet Alberto Giacometti	Textiles: Weaving, Dying, Embroidery, Batik, Patchwork or Applique Ineke Berlyn Edwina MacKinnon Sandra Meech	Colour theory: Painting hot and cold. Vincent Van Gogh Georges Seurat – Pointillist technique Claude Monet - Impressionism Patrick Heron	Portraits: Painting, mixed media, collage, print making. Pablo Picasso Andy Warhol – Pop Art Amedeo Modigliani	Cave art Salt dough and making fossils. Links: The Stone Age Symmetry (print making or collage) Wassily Kandinsky Pablo Picasso	Cave art Salt dough and making fossils. Links: The Stone Age Sculpture (Architecture) Gothic Architecture Antoni Gaudi Cathedrals – stained glass windows
Music (Cycle 1)	Film Music Play tuned and untuned instruments musically. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory	Christmas Productions and Carol services. Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.	Notation Use and understand staff and other musical notation. Improvise and compare music for a range of purposes using interrelated dimensions of music.	Instruments (Audit to take place) Learning a recorder. Play tuned instruments musically. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with		Three little birds – Charanga Play tuned and untuned instruments musically. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from

	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>			<p>increasing accuracy, fluency, control and expression.</p>		<p>aural memory</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>
<p>Music (Cycle 2)</p>		<p><u>Christmas Productions and Carol services.</u> Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.</p>	<p><u>Glockenspiel: Stage 1 – Charanga. (Audit to take place)</u> Learning a recorder.</p> <p>Play tuned instruments musically.</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><u>Making instruments</u> Sing and play musically with increasing confidence and control.</p>		<p><u>Glockenspiel: Stage 2 – Charanga (Audit to take place)</u> Learning a recorder.</p> <p>Play tuned instruments musically.</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>PE (Cycles 1 and 2)</p>	<p>Tag Rugby Football</p>	<p>Tag Rugby Indoor Athletics</p>	<p>Gymnastics (apparatus)</p>	<p>High 5 and ball skills</p>	<p>Kwik and Diamond Cricket Athletics</p>	<p>Athletics Rounders Sports Day</p>
<p>School Sports Competitions</p>	<p>Girls' football Cross Country</p>	<p>Indoor Athletics Tag Rugby</p>	<p>Key Steps Gym Swimming</p>	<p>Tri Golf High 5 and Tennis</p>	<p>Kwik Cricket Quad kids athletics</p>	<p>Kwik Cricket Rounders Area sports</p>
<p>Languages French (Cycle 1)</p>	<p>Getting to Know You - Engage in conversations and questions (greeting, introducing yourself) - Listen attentively to spoken language and show understanding (how you are, age, counting) - Develop intonation and pronunciation - Speak in sentences, using familiar vocab</p>	<p>All About Me - Listen attentively to spoken language and show understanding (instructions) - Read carefully and show understanding of words and phrases (my body, actions) - Develop intonation and pronunciation (colours) - Broaden vocabulary (clothes)</p>	<p>Family and Friends - Present ideas and information (family) - Broaden vocabulary (pets, home) - Explore the patterns and sounds of language through songs and rhymes (alphabet) - Understand basic grammar rules (introducing people) - Speak in sentences, using familiar vocab, (spelling)</p>	<p>Food - Appreciate stories, songs, poems and rhymes (Greedy Dog) - Understand basic grammar rules (food and preferences) - Describe people, places, things, actions (colours, food) - Engage in conversations and questions (food)</p>	<p>School - Listen attentively to spoken language and show understanding (classroom, P.E.) - Speak in sentences, using familiar vocab (pencil case, subjects) - Engage in conversations (around school)</p>	<p>Time - Develop intonation and pronunciation (counting 11-31) - Listen attentively to spoken language and show understanding (days of the week) - Read carefully and show understanding of words and phrases (months of the year) - Speak in sentences, using familiar vocab, phrases</p>

						and language (Mon anniversaire) - Present ideas and information (dates) - Understand basic grammar rules (yesterday, today, tomorrow)
Languages French (Cycle 2)	Where in the World - Speak in sentences, using familiar vocab, phrases and language (UK countries and capitals UK, animals) - Understand basic grammar rules (countries, continents) - Broaden vocabulary - write phrases and sentences	All About Town - Develop intonation and pronunciation (Where do you live?) - Listen attentively to spoken language and show understanding (town) - Explore the patterns and sounds of language through songs and rhymes (counting) - Present ideas and information orally to a range of audiences (address)	On the Move - To present ideas and information (transport) - Understand basic grammar rules (How you go to school) - Develop intonation and pronunciation (Directions) - Describe people, places, things and actions (Move it) - Engage in conversations and questions (directions)	Holidays & Hobbies - Understand basic grammar rules weather, seasons) - write and adapt phrases from memory (seasons) - Present ideas and information orally to a range of audiences (weather) - Speak in sentences, using familiar vocab (holidays) - Engage in conversations and questions (sports)	Going Shopping - Engage in conversations and questions (fruit, money) - Speak in sentences, using familiar vocab (vegetables) - Understand basic grammar rules (clothes) - Speak in sentences, using familiar vocab, phrases and language (where can I buy?)	What's the Time? - Speak in sentences, using familiar vocab (o'clock, half past, quarter past/ to) - Speak in sentences, using familiar vocab (my day) - Engage in conversations and questions (television) - Read carefully and show understanding of words and phrases (school day) - Listen attentively to spoken language and show understanding (time maths lesson)
PSHE (Cycle 1)	Team - Developing an understanding of working as a team and dealing with emotions that can be felt due to certain issues. Rules Links- e-safety	Britain - British values, democracy, devise living.	Be yourself - Confidence in yourself and understanding strengths and achievements	It's my body - Allowing children to explore how they look after their bodies.	Money Matters - Encourages children to think about where money comes from and how it can be used.	Aiming high - Discussing achievements, skills and future plans
PSHE (Cycle 2)	Think positive - Looking at mental health, keeping happy and staying positive Changes (SEAL)	Respecting rights - Understanding that everyone matters. It's Good to be Me (SEAL)	VIP - Forming and maintaining friendships and bullying. Relationships (SEAL)	Wider world - Inequality and differences across the world. Getting on and falling out (SEAL)	Growing up - Knowledge of the human body physically, and mentally. Looking at reproduction and family structure. Going for Goals (SEAL)	Safety first - Taking responsibility for your own safety. New beginnings (SEAL)