

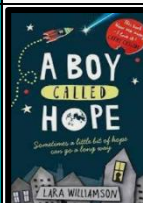
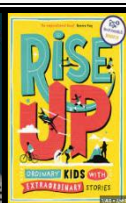
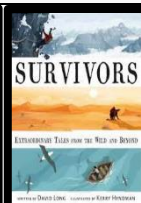

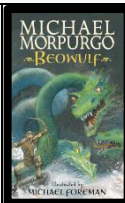



# Turtles



	Autumn				Spring				Summer														
Our values	Finding the talent in everyone...																						
																							
Reading																							Transition
	Rise up  A boy called hope		Butterfly lion  Survivors				Room 13		Carrie's war		Beowulf		No Ballet Shoes in Syria										
Writing	Warning tale Suspense		Non - chronological report  Explanation		Fantasy  Portal		Instructions  Persuasion		Adventure  Meeting  Overcoming other character flaws		Recount  Discussion												

# Turtles



## Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition, subtraction, multiplication and division					Number Fractions A		Number Fractions B		Measurement Converting units
Spring	Ratio		Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer	Geometry Shape			Geometry Position and direction	Themed projects, consolidation and problem solving							

## PHSE

We have divided PSHE into 7 different strands:

Sex and relationship education (SRE)
Drug, alcohol and tobacco education (DATE)
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Careers, financial capability & economic wellbeing
Identity, society and equality

*Mental health and emotional wellbeing:*  
*Healthy minds*

Pupils learn:

- what mental health is
- about what can affect mental health and some

*Identity, society and equality:*  
*Human rights*

Pupils learn:

- about people who have moved to Leeds from other places, (including the experience of refugees)

*Drug, alcohol and tobacco education:*  
*Weighing up risk*

Pupils learn:

- about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and

*Sex and relationship education*  
*Healthy relationships*

Pupils learn:

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to



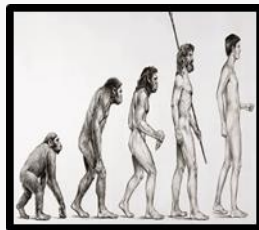
*Keeping safe and managing risk:*  
*Out and about and FGM*

Pupils learn:

- about feelings of being out and about in the local area with increasing independence

# Turtles



	<p>ways of dealing with this</p> <ul style="list-style-type: none"><li>• about some everyday ways to look after mental health</li><li>• about the stigma and discrimination that can surround mental health</li></ul>	<ul style="list-style-type: none"><li>• about human rights and the UN Convention on the Rights of the Child</li><li>• about homelessness</li></ul>	<p>other legal and illegal drugs</p> <ul style="list-style-type: none"><li>• about assessing the level of risk in different situations involving drug use</li><li>• about ways to manage risk in situations involving drug use</li></ul>	<p>appreciate the importance of friendship in intimate relationships</p> <ul style="list-style-type: none"><li>• about human reproduction in the context of the human lifecycle</li><li>• how a baby is made and grows (conception and pregnancy)<ul style="list-style-type: none"><li>• about roles and responsibilities of carers and parents</li><li>• to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it from</li></ul></li></ul>	<ul style="list-style-type: none"><li>• about recognising and responding to peer pressure</li><li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li></ul> <p>FGM</p> <p>Pupils learn:</p> <ul style="list-style-type: none"><li>• about the importance for girls to be protected against FGM</li></ul>	
Science	<p><u>Light</u></p>	<p><u>Electricity</u></p> 	<p><u>Living things &amp; their habitats</u></p> 	<p><u>Evolution &amp; inheritance</u></p> 	<p><u>Animals including humans</u></p>	<p><u>Recap &amp; Consolidation</u></p> <p><u>Year 7 Transition project</u></p>

# Turtles



Pupils should be taught to:

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

Pupils should be taught to:

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

Pupils should be taught to:

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

Pupils should be taught to:

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





Pupils should be taught to:

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

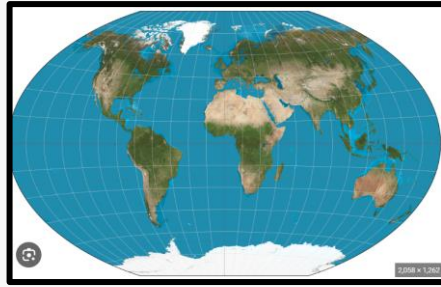
# Turtles



	<p>light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>			<p>plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>describe the ways in which nutrients and water are transported within animals, including humans</p>	
History	<p><u>Ancient Greek</u></p>  <p>To identify key impacts of Ancient Greece on the world</p>			<p><u>Conflict and resolution</u></p>  <p>To understand some of the ways in which the two world wars changed British society</p>		
Geography	<p><u>Mapping the world</u></p>		<p><u>Global challenges: climate changes</u></p>		<p><u>Global challenges: trade</u></p>	



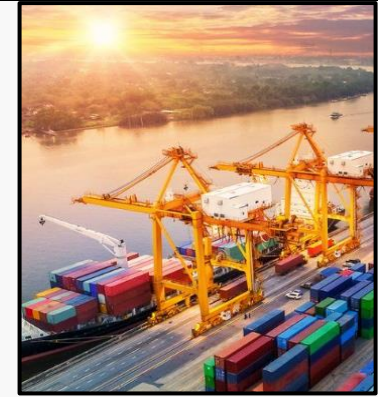
# Turtles



Geographical skills and fieldwork



Human and physical geography



Human and physical geography

## Art and Design

### Drawing

*Making my voice heard*



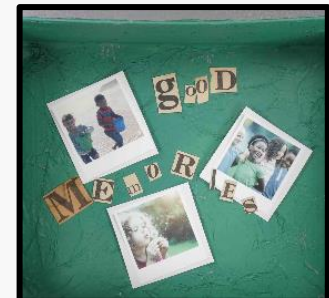
### Painting and mixed media

*Artist study*






### Sculpture and 3D

*Making memories*



# Turtles



Design and Technology	<p>Mechanisms</p> <p>Automata toys</p> 		<p>Textiles</p> <p>Making a waistcoat</p> 		<p>Cooking and nutrition</p> <p>Come dine with me</p> 	
PE	High five / Swimming	Dance / Swimming	Dodgeball / Swimming	Gymnastics / Swimming	Rounders / Kwik Cricket / Swimming	Athletics / swimming
RE	Time allocated for recapping of	What values are shown in codes	Islam/Sikhism recap. Pre-assess what's	Should we forgive others?	How do Jews remember God's covenant? Kings and prophets	



# Turtles



	learning/start the new year	for living? Humanism (Year 5)	remembered from prior years.	What do Christians believe about Jesus' death and resurrection?	(Year 3 and Year 6)
Computing	Coding (Y4, 5 and 6)		Online safety (Y4, 5 and 6)		Spreadsheets (Y4, 5 and 6)
Spanish	Expressing likes/dislikes, Giving information about an everyday activity, Furniture and other household objects, Leisure and holidays, Methods of communication - post, fax, Names of occupations, The home, Ways of travelling, Classroom instructions Greetings., Letters of the alphabet.				