

	Autumn 1	Autumn2		Spring 1 and 2	Summer 1 and 2	
Ramsey/Kelso/Hyde	Land uses – town & country	Compare & contrast - America		Pilgrim Fathers	Crime & Punishment	
History/Geography	<b>Name and locate counties and cities, land use features, using aerial and digital mapping, understand similarities and differences (Geography) Focus on economic activity settlement and land use comparisons) (geography)</b>	<b>Understand similarities and differences, describe and understand aspects of physical geography Focus on physical features (geography)</b>		<b>Pilgrim Fathers Religious persecution and the development of democracy, early settler life, hardships and deprivations-local significance (History)</b>	<b>Crime and Punishment Development of crime and punishment from roman times to the present day, changes in social perspective, (History)</b>	
Enquiry Questions	<p>Year 5</p> <p>Q1. What is trade between countries?</p> <p>Q2. What is a settlement?</p> <p>Q3. What do we mean by land use?</p> <p>Q4 How does land use change</p> <p>Year 6</p> <p>Q1 What do we mean by economic activity?</p> <p>Q2 What are the functions of different settlement levels?</p> <p>Q3 What would be the impact of land use change?</p> <p>Q4 Is all land use change deliberate?</p>	<p>Year 5</p> <p>What makes up continental America?</p> <p>How does latitude and longitude affect climatic zones?</p> <p>How does the climate compare across the Americas?</p> <p>How important is fieldwork?</p> <p>How does Lincolnshire compare with areas of North America?</p> <p>How can we use co—ordinates to identify significant features?</p> <p>Year 6</p> <p>What does the constitutional make up of North America and how does this compare with South America?</p> <p>What are the main climate zones of the Americas and where compares with Lincolnshire?</p> <p>What is the Koppen system and how is this useful when comparing climates?</p> <p>What comparisons can be made between Lincolnshire and California in terms of physical features?</p> <p>How can we use co—ordinates to identify significant features?</p>	<p><b>Around the World (Maps/time zones)</b></p> <p><b>Identify latitude and longitude, tropics, hemispheres and time zones.</b></p> <p><b>Explanation text</b></p> <p><b>Design, create and evaluate a healthy snack</b></p>	<p>Yr. 5</p> <p>Q1 Why did the Pilgrims go to America?</p> <p>Q2 What was life like on board.</p> <p>Q3 What was life like in the   New World?</p> <p>Q4 How did the Pilgrims treat the Wampanoags?</p> <p>Q5 What was the Mayflower Compact?</p> <p>Yr. 6</p> <p>Q1 Why did religious persecution lead to the Mayflower Voyage?</p> <p>Q2 Would the crew and passengers hold the same view</p> <p>Q3 How did expectations compare with reality of life in the New World?</p> <p>Q4 Did the Pilgrims demonstrate religious tolerance?</p> <p>Q5 What was the impact of the Mayflower compact?</p>	<p>Yr. 5</p> <p>Q1 What have been the changes in crime and punishment?</p> <p>Q2 How did the Romans punish crime?</p> <p>Q3 what was crime like in Anglo Saxon and Viking Britain?</p> <p>Q4 why did it change in medieval times?</p> <p>Q5 why did pirates, smugglers and highway men flourish?</p> <p>Q6 What was the Victorian attitude to punishment?</p> <p>Q7 Do modern policing methods work?</p> <p>Yr. 6</p> <p>Q1 Has crime and punishment evolved or deteriorated?</p> <p>Q2 What was the basis of the roman legal system?</p> <p>Q3 Did the Angles and Vikings have the same legal viewpoint?</p> <p>Q4 What was the medieval impetus for change?</p> <p>Q5 Why did crime flourish in Elizabethan/Stuart times?</p> <p>Q6 Did religious beliefs impact on Victorian values</p> <p>Q7, would you bring back the death penalty?</p>	
Text based writing	King Arthur Michael Morpurgo 3 weeks	Treasure Island-RL Stevenson (3 weeks)		Greta Thunberg 3 weeks Hiawatha-narrative poetry (3 weeks)	Henry V-Shakespeare Watership Down-Adams	

*Parliament and Power: The changing power of the monarchs through the development of parliamentary democracy*

*Biography  
Perspective/drawing of Big Ben  
National Sports Week.*

Genres	Recount/Diary	Narrative	Narrative	Poetry	Biography	Newspaper Report	Recount/Diary	Persuasion	Playscript	Non-Chronological Report	Instructions	Explanation
	Narrative	Letter										
	Discussion/Debate	Persuasion										
Linked Subject Texts	<p>One Smart Fish ( Wormwell) Science</p> <p>What Mr darwin saw ( Manning) Science</p> <p>The Biggest story ( De Young/Clark) RE</p> <p>The Big Question (Van Den Berg) RE</p> <p>Dear God, I have a question (Slattery) RE</p> <p>Big Ideas for young thinkers (Wilson) RE</p>	Pig Heart Boy (Blackman) Science	How great is our God (Giglio/Fortner/Anderson) RE				The Tulip Touch ( Fine) History					
Science	Evolution and inheritance- fossil evidence, Darwin and Anning, natural selection, mutation and adaption	Animals inc humans- Yr. 6 circulatory system- hearts and lungs	Forces Yr. 5 Forces, gravity and air resistance	Animals inc humans Yr. 6 Diet, exercise, drugs and lifestyles,	Materials Yr. 5 Properties and changes in materials	Light Yr. 6-properties, shadows, sight						
Enquiry Questions	<p>Year 5</p> <p>Q1 Who was Mary Anning?</p> <p>Q2 How are fossils formed?</p> <p>Q3 What is stratigraphy?</p> <p>Q4 Who was Charles Darwin.</p> <p>Q5 What is natural selection?</p> <p>Q6 How do we inherit traits?</p> <p>Q7 What are hybrids?</p> <p>Year 6</p> <p>Q1 What contribution did Mary Anning make to the understanding of palaeontology?</p> <p>Q2 how are fossils formed?</p> <p>Q3 What does stratigraphy tell us about the age of dinosaurs?</p>	<p>Year 5</p> <p>Q1 What are the two circulatory systems.</p> <p>Q2 What are the roles of the key parts of the circulatory system?</p> <p>Q3 What is the role of the heart?</p> <p>Q4 what are the components of blood?</p> <p>Year 6</p> <p>Q1 How do the systemic and pulmonary circulation systems different?</p> <p>Q2 How are the different parts of the system interdependent?</p> <p>Q3 How is oxygen circulated?</p>	<p>Yr. 5</p> <p>Q1 What is gravity?</p> <p>Q2 how does canopy size affect rate of descent?</p> <p>Q3 what is water resistance?</p> <p>Q4 what is friction?</p> <p>Q5 what is the difference between mass and force.</p> <p>Q6 what does a pulley do?</p> <p>Q7 How do gears help?</p> <p>Yr. 5</p> <p>Q1 Why don't people fall off the bottom of the earth?</p>	<p>Yr 5</p> <p>Q1 what are the two parts of the human circulatory system?</p> <p>Q2 why is the heart a vital organ?</p> <p>Q3 What are the different components of blood</p> <p>Q4 what's your heart rate</p> <p>Q5 what impact does alcohol have</p> <p>Q6 what impact does smoking have?</p> <p>Q7 why is dieting and exercise important ?</p> <p>Yr 6 Q1 What is the difference between</p>	<p>Year 5</p> <p>Q 1 What happens when you mix materials?</p> <p>Q2 How can mixed materials be separated?</p> <p>Question 3 What are reversible changes?</p> <p>Question 4 What are irreversible changes?</p> <p>Question 5 How do we describe materials using their properties?</p> <p>Year 6</p> <p>Q1 Can we group and classify materials using a range of</p>	<p>Year 5</p> <p>Question 1 How does light travel?</p> <p>Question 2 How do we see objects?</p> <p>Question 3 Does light always travel directly to our eyes?</p> <p>Question 4 How are shadows created?</p> <p>Question 5 Why are shadows the same shape as the objects that create them?</p> <p>Year 6</p> <p>Q1 How can we use the properties of light to see round corners?</p>						

	<p>Q4 What contribution did Darwin make towards our understanding of evolution?</p> <p>Q5 How do mutations lead to improvements?</p> <p>Q6 what characteristics are inherited?</p> <p>Q7 Are hybrids good or bad?</p>	<p>Q4 What role do the different components of blood play?</p>		<p>Q2 how can we use air resistance to slow down?</p> <p>Q3 when do we need high or low water resistance?</p> <p>Q4 what is the best surface to prevent people from slipping?</p> <p>Q5 how do you use a force meter?</p> <p>Q6 what force is used to lift a load?</p> <p>Q7 What effect do different sized gears have??</p>	<p>the systematic and pulmonary systems?</p> <p>Q2 How does the double pump system work?</p> <p>Q3 What role do platelets white and red blood cells play?</p> <p>Q4 What is the difference between resting and active heart rate?</p> <p>Q5 What are the short and long term effects of alcohol consumption?</p> <p>Q6 What is the effect of nicotine?</p> <p>Q7 How can we maintain a healthy lifestyle?</p>	<p>properties (e.g., electrical and thermal conductors, magnetism etc)</p> <p>Q2 Can solutes be filtered out?</p> <p>Q3 What are the 6 different ways of separating solutions?</p> <p>Q4 How do we classify materials by their hardness?</p> <p>Q5 How are new materials invented?</p>	<p>Q2 How do we use the properties of light to see behind us?</p> <p>Q3 What are the key components of the eye? (cornea, iris, pupil, lens, retina, optic nerve)</p> <p>Q4 What is the relationship between distance and width of shadows?</p> <p>Q5 Is light white?</p>	
RE	<p>UC 2B.3 People of God -how can following God bring freedom and justice?</p>	<p>-LAS Additional Unit Expressing Beliefs through the Arts -creativity, expression of beliefs, different religious views</p>		<p>UC 2B.4: Incarnation Was Jesus the Messiah?</p>	<p>UC 2b.7: Salvation What difference does the resurrection make for Christians?</p>	<p>LAS Compulsory Unit Life Journeys - Rites of passage in Hinduism</p>	<p>Additional Unit- Buddhism-beliefs and practices</p>	
Enquiry Questions	<p>Q1. Which of the Commandments they think would be hardest for a Christian to keep.</p> <p>Q2. it possible to keep all ten, always?</p> <p>Q3. Is it harder to never be greedy, or to always tell the truth?</p> <p>Q4. What happens when humans fail to live up to the standard?</p> <p>Q5. Should a person be punished or helped?</p>	<p>Q1. How do religious and non-religious people understand the value of creativity?</p> <p>Q2. How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</p> <p>Q3. How do religious and non-religious people</p>		<p>Q1. Ask pupils in groups to list all the words they can do with Christmas — gather a class list. Count how many are to do with Christianity and Jesus. See what explanations pupils can offer for this.</p> <p>Q2. Ask pupils to come up with three good reasons why Christians want to make Christmas about Jesus Christ ('Christ' is the</p>	<p>Q1. What are the children's own beliefs about life after death?</p> <p>Q2. How do they compare to the beliefs of Christianity and other faiths?</p> <p>Q3. Does resurrection stop Christians being sad when someone dies?</p> <p>Q4. Do Christian funeral practices reflect these beliefs?</p> <p>Q5. What can you tell me about the resurrection of Aslan in</p>	<p>Q1. How do Hindus show they belong?</p> <p>Q2. What value does religion bring for religious people?</p> <p>Q3. How does this relate to ideas about community, identity and belonging?</p>	<p>Q1. What is the best way for a Buddhist to lead a good life?</p> <p>Q2. Can the Buddha's teachings make the world a better place?</p> <p>Q3. Can being a Buddhist help someone to be happy?</p> <p>Q4. What do Buddhists believe if they don't believe in God?</p> <p>Q5. Who was the Buddha and why is he important to Buddhists today?</p>	

		<p>express their beliefs creatively?</p> <p>Q4. Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people</p>		<p>Greek word for 'anointed one', or 'Messiah'). Think about what sort of person would be needed to help in different situations:</p> <ul style="list-style-type: none"> <li>- If you are being bullied.</li> <li>-If a mum can't find a job and is increasingly worried about feeding her children.</li> <li>-If the boss of a large company won't promote employees who are from different faiths.</li> </ul> <p>Q4. What sorts of qualities might a person need to solve each situation — who might help out or 'save' the situation?</p>	The Lion, the Witch and the Wardrobe?		<p>Q6. Why are the Buddha, the Dharma and the Sangha seen as the 3 Jewels of Buddhism?</p> <p>Q9. How does meditation help Buddhists to show compassion to all beings?</p> <p>Q10. Why do some Buddhists choose to spend time as monks or nuns and others don't?</p> <p>Q11. Is it possible to follow the 8-fold path?</p>	
Art	Famous Artists-Banksy and Street Art	Famous Artists-Artists of North America (Singer-Sargent, Frankenthaler, Warhol, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.)		DT-design criteria Design, create and evaluate a model sail ship to sail in a straight line		DT-design process Key individuals in design technology - impact on world	Famous Artists-Leonardo Da Vinci, drawings and inventions	
Enquiry Questions	<p>Year 5</p> <p>Q1. What is graffiti? Q2 What is stylized text? Q3. What do we mean by satire? Q4 How can we create stencils? Q5 Who is Banksy?</p> <p>Year 6</p> <p>Q1 Is graffiti acceptable?</p>	<p>Year 5</p> <p>Q1. Who was John Singer Sargent? Q2 What type of art was Ansel Adam's interested in? Q3. Who was Helen Frankenthaler? Q4 What did Frank Lloyd Wright do? Q5 Who is Mary Cassatt? Q6 What sort of art did Andy Warhol create?</p>		<p>Yr 5</p> <p>Q1 what are the key features of a sail boat? Q2 What is the purpose of a keel? Q3 How are sails utilised? Q4 How is the wind direction used to help steer? Q5 What is the purpose of the design? Q6 How can I join components securely? Q7 How can I test my design?</p> <p>Yr 6</p> <p>Q1 What were the advantages and disadvantages of sail power? Q2 How do the keel and rudder keep the ship stable?</p>		<p>Yr 5/6</p> <p>Q1 Why do designers and inventors become famous? Q2 What is the design process? Q3 Which famous designerts/inventors have had a significsnt impact on modern day life? Q4 What invention would you take to Dragon's Den?</p>	<p>Enquiry Questions</p> <p>Yr 5</p> <p>Q1 What topics/mediums did Leonardo da Vinci work with? Q2 what may have motivated Leonardo da Vinci? Q3 Can you paint a portrait with contrasting colours?</p>	

	<p>Q2 How can different text styles be used ?</p> <p>Q3 What is satirical street art?</p> <p>Q4 How can stencils be used to create street art?</p> <p>Q5 Why has Banksy become so popular?</p>	<p>Year 6</p> <p>Q1 What do we mean by half-painting?</p> <p>Q2 How can different imaged be compiled together?</p> <p>Q3 How do we use our bodies to create abstract art?</p> <p>Q4 Are houses art?</p> <p>Q5 Can paint and pictures be combined?</p> <p>Q6 How can I recreate a self portrait in the style of Warhol?</p>		<p>Q3 How does canvas area affect speed?</p> <p>Q4 What design criteria do I have?</p> <p>Q5 How can I utilise research nin my design</p> <p>Q6 Does my ship meet my criteria?</p>		<p>Q4 What are realism, perspective and composition ?</p> <p>Q5 How are shading, hatching and curved hatching used in drawings?</p> <p>Q6 What did Leonardo da Vinci invent?</p> <p>Yr 6</p> <p>Q1 what was the Renaissance ?</p> <p>Q2 How did Da Vinci change peoples views?</p> <p>Q3 Can children explain the type of colours and techniques Leonardo da Vinci used in his paintings?</p> <p>Q4 What are realism, perspective and composition ?</p> <p>Q5 What techniques can you use in drawing?</p> <p>Q6 How did his inventions change the world?</p>	
<p>Music (music express)</p>	<p><b>6.4 Roots (Mini musical performance)</b></p> <p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</b></p> <p>Q1. What are rhythmical actions to music?</p> <p>Q2. Can you learn a traditional Ghanaian song?</p> <p>Q3. Can you identify a game song from another country?</p> <p>Q4. What are rhythm cycles?</p> <p>Q5. What is a descriptive composition?</p>	<p><b>6.1 World Unite (Step dance performance)</b></p> <p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</b></p> <p>Q1. What is the beat and syncopation?</p> <p>Q2. Can you show understanding of rhythm skills and co-ordination?</p> <p>Q3. Can you develop your knowledge on pitch shape and relate it to movement?</p>		<p><b>6.2 Journeys (Song cycle performance)</b></p> <p><b>Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p>Q1 What is a three-part harmony?</p> <p>Q2. What is expressive singing?</p> <p>Q3. What do you know about performing for audiences?</p>	<p><b>6.3 Growth (Street dance performance)</b></p> <p><b>Develop an understanding of the history of music.</b></p> <p>Q1. Can you show an understanding of a three-beat pulse and rhythmic ostinato by feeling and moving to it?</p> <p>Q2. Can you perform and improvise rhythmic and melodic ostinato?</p> <p>Q3. What are chords?</p> <p>Q4. What are flash mobs?</p>	<p><b>6.5 Class awards (Awards show performance) Play and perform in solo and ensemble contexts.</b></p> <p>Q1 How can you compose music from a visual stimulus? Q2, can you write a new verse for a rap? Q3, can you collaborate with others to develop a song performance? Q4 What makes a good performance? Q5, can you choreograph exam performance?</p>	<p><b>6.6 Moving On (Leavers' assembly performance) Play and perform in solo and ensemble contexts.</b></p> <p>Q1 How can we sing with expression?</p> <p>Q2 What is the two-part harmony?</p> <p>Q3 What are sustained notes and how can you sing them?</p> <p>Q4 What is the rhythm in this song? Q5 What is the structure in this song?</p>

	<p>Q6. Can you show your knowledge of structure to plan pieces of music?</p>	<p>Q4. Can you show your understanding of pitch through movement and notation?  Q5, can you show understanding of a performance by arranging different sections?  Q6. Can you show understanding of rhythm by combining different rhythms?  Q7. Can you explore ways of combining and structuring rhythms through dance?</p>		<p>Q4. What are song cycles?  Q5. What is a backing harmony?  Q6. What are major and minor note patterns?  Q7. What are song structures?  Q8. How can you incorporate mixed media in a song cycle performance?</p>	<p>Q5. Can you compare flash mob performances?  Q6. Can you show an understanding of the process of a musical performance?</p>	<p>Q6 Who is the target audience?  Q7 How can you perform together within awareness of the audience?</p>	<p>Q6 Can you share the meaning of modulation in a musical bridge?  Q7, can you hear it? Q8 What do you need to do to perform your songs?</p>	
Computing (teach computing)	6.1 Computing systems and networks- <b>communication</b>	6.2 Creating media- <b>web page creation.</b>	6.3 Programming A – <b>variables in games</b>	6.4 Data and information- <b>spreadsheets</b>	6.2 Creating media - <b>3d modelling</b>	6.6 Programming B- <b>sensing movement</b>		
Enquiry Questions	<p>Q1.Can you explain the importance of internet addresses?  Q2. how is data transferred across the internet?  Q3. how can sharing information online help people to work together?  Q4. can you explain how the internet enables effective collaboration?  Q5. how do we communicate using technology?  Q6. can you compare different methods of communicating on the internet?</p>	<p>Q1. What makes a good website?  Q2. Do all web pages use the same layout?  Q3. What is copyright?  Q4. What is the term 'fair use'?  Q5. Using your knowledge of web pages can you plan and create your own?  Q6. How can you improve your web page?  Q7. What is a navigation path?  Q8. Can you use hyperlinks to link multiple web pages?</p>	<p>Q1. What are variables?  Q2. How are variables used in a program?  Q3. Can you identify program variables as a placeholder in memory for a single value?  Q4. Can the value of a variable be changed?  Q5. Can you use your knowledge of variables in a Scratch project?  Q6. How can variables be used to enhance an existing game in Scratch?  Q7. What are algorithms?  Q8. What is the importance of naming a variable?  Q9. Can you use your knowledge of variables to evaluate projects?</p>	<p>Q1. What is a spreadsheet?  Q2. What is the relevance of data headings?  Q3. What is a data set?  Q4. What is an item of data?  Q5. Can you apply appropriate number format to a cell?  Q6. How can formulas be used to produce calculated data?  Q7. What is the relevance of a cell's data type?  Q8. Can data be calculated using different operations?  Q9. Can a spreadsheet be used to answer questions?</p>	<p>Q1 How do I create and manipulate three-dimensional (3D) digital objects on a computer?  Q2 What are the differences between working digitally with 2D and 3D graphics?  Q3 How do I construct a digital 3D model of a physical object?  Q4 How do I create a collection of 3D shapes?  Q5 How do I design a digital model by combining 3D objects?  Q6 How do I make it even better?</p>	<p>Q1. What is micro:bit?  Q2. How is micro:bit used an input, process and output device?  Q3. Can you use your knowledge of programming and apply it to a new device?  Q4. Can you test your program on an emulator?  Q5. Can you transfer your program to a controllable device?  Q6. Can you identify if, then, else statements in real- world situations?  Q7. Can you create programs in Make Code?  Q8. How can you determine the flow of</p>		

					Q10. How can you present data in Google Sheets?		a program using selection? Q9. Can you update a variable with a user input? Q10. Can you modify a program to achieve a different outcome?	
MFL	5.1 Salut Gustave-saying hello and enquiring about someone	5.2 A L'Ecole-what do we learn about in school?		5.3 La nourriture -food and nutrition	5.4 En ville-shopping in town	5.5 En vacances -going on holiday	5.6 Chez moi-my house	
Enquiry Questions	Q1 How are you? Q2 What nationality are you? Q3, do you have brothers and sisters? Q4 What are they like?	Q1 What subject is this? Q2 What subjects do you like? Q3 What time is it? Q4 When do you study science?		Q1 What would you buy in a café? Q2 How do you make a sandwich? Q3 What food is good for you?	Q1 What shops are there in town? Q2 How do you get there? Q3 What time will you get there?	Q1 Where are you going on holiday? Q2 What do you like to do on holiday?	Q1 What is your house like? Q2 What do you do there?	
PE	Games- netball and tag rugby	Dance-improvisation and adaption		Gymnastics-leaps and rolls	Adventurous activity orienteering using a compass	Cricket and Badminton-competitive games	Athletics-performance and progression	
Enquiry Questions	Q1 Why do we need to warm up and cool down? Q2 how do we pass the ball accurately? Q3Do, we move with the ball? Q4 How do I find space in a game. Q5 How do I defend my goal.	Q1 how can I respond to stimuli? Q2 what dance techniques can I use? Q3 how can I work in a group? Q4, can I represent objects and actions through dance? Q5 how do I put a range of movements together? Q6 how do I make it better?		Q1 What different leaps do I know? Q2 What different leaps can I perform? Q3 How do I straddle vault? Q4 How can I link movements together?	Q1 Why do I need agility and endurance? Q2 How do I use a compass? Q3 What are the eight directions on a compass?	Q1 How do I throw underarm and over arm? Q2 What hand position do I use to catch effectively? Q3 Where do I position myself on the pitch to be effective? Q4 How do I hit a shuttlecock with a badminton racket? Q5 How do I hit a shuttlecock in a particular direction? Q6 Where is the ready position on a court? Q7 How do I serve and perform attacking and defending shots? Q8 How do we score in badminton?	Q1 How do I cover ground at an appropriate pace for distance? Q2 How do I combine running and jumping in a hurdle race? Q3 How do I work as part of a team in a relay? Q4 How do I throw over increasingly longer distances?	

PSHE/RSE	Topic 1 Families and People How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility	Topic 2 Friendships and Communities Healthy and unhealthy habits, ill health, managing health issues, stress and mental health		Topic 3 Respect Celebrating Difference , respect and tolerance,	Topic 4 E safety How can the media influence People? Media literacy and digital resilience; influences and decision-making; online safety	Topic 5/6 Being Safe /Emotional Wellbeing Emotional conflict, personal responsibility, FGM and forced marriage, asking for help	Topic 10 Growing and changing  Peer pressure, transitions, worries, growing and changing	
Enquiry Questions	<p>Q1. What can you do to keep yourself physically well?</p> <p>Q2. What foods are healthy/unhealthy?</p> <p>Q3. How do you keep your teeth clean – is there any more you can do?</p> <p>Q4. How can you protect yourself from the sun?</p> <p>Q5. What strategies can you use to get a good night's sleep?</p> <p>Q5. How do you feel if you don't get enough sleep?</p> <p>Q6. Can a friend persuade you to do something that you know is not a healthy choice?</p> <p>Q7. Can family support in making healthy lifestyle choices/decisions?</p>	<p>Q1. What can you do to keep yourself mentally well?</p> <p>Q2. What types of drugs do you know about?</p> <p>Q3. What makes you feel stressed?</p> <p>Q4. What helps you when you feel stressed?</p> <p>Q5. What can you do if someone is putting pressure on you?</p>		<p>Q1. What is prejudice and discrimination, can you give an example?</p> <p>Q2. Why is there an Equality Act in the UK?</p> <p>Q3. Who does it protect and why?</p> <ul style="list-style-type: none"> <li>• Why do some people choose to bully?</li> <li>• Can difference be a source of celebration? Can you give an example?</li> <li>• Does having Pause Points during lessons help you concentrate?</li> <li>• How does being able to do Calm me time help you regulate your emotions?</li> </ul>	<p>Q1. Who do you talk to online?</p> <p>Q2. What would you do if they said something that you didn't like?</p> <p>Q3. How do you know if a website is genuine?</p>	<p>Enquiry Questions</p> <p>Q1 How can we describe our emotions?</p> <p>Q2 What do we mean by conflicting emotions?</p> <p>Q3 What positive strategies can we develop?</p> <p>Q4 what support is available to manage emotions</p> <p>Q5 What increased freedoms do we gain as we get older?</p> <p>Q6 What is the difference between a risk and a hazard?</p> <p>Q7 How do we assess personal responsibility?</p> <p>Q8 How do we approach FGM and forced marriage?</p> <p>Key Vocabulary</p> <p>Emotions</p> <p>Conflict</p> <p>Resolution</p> <p>Strategies</p> <p>Responsibility</p> <p>FGM</p> <p>Forced marriage</p>	<p>Q1. What do we mean by peer pressure?</p> <p>Q2 how can we overcome it?</p> <p>Q3 where can we ask for help?</p> <p>Q4 What are you excited about in year six or secondary school?</p> <p>Q5 What are you worried about in year six or secondary school?</p> <p>Q6 What can we do with these worries Q7 What will happen to your body over the next few years?</p> <p>Q8 How do we feel about these changes?</p> <p>Q9 What does mutual respect mean?</p> <p>Q9 Why is it important in a relationship?</p>	