

Autumn 1: Who are we?

Driver: Science




Outcome: How can we embrace change within ourselves?

**Core Text:**  
The Boy in the Girls bathroom

**Writing Genres:** Character description in the style of a school report x 2 (as behaviour changes)

**Key Vocabulary**

Architect, tone, shading, contour, Michelangelo, puberty, life cycle, reproduce, metamorphosis, relationships

Subjects:	Learning Objectives:	Activities
<p><b>Science:</b> Living things and their habitats  Animals including humans</p>	<p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals." I can describe the changes as humans develop to old age.</p>	<p>Explore changes to humans bodies (PSHE) Study the life cycle of a human and process of reproduction Compare this with the life cycle of an amphibian, a bird and other mammals. Describe the life process of reproduction in some plants and compare with humans.</p>
<p><b>Art:</b> </p>	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product  Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p>	<p>Explore Michelangelo figure studies Chn to model for each other/ life model for the children to sketch using a range of different materials- charcoal, chalk, sketching pencils Use line, tone and shading</p>
<p><b>PSHE:</b> </p>	<p>Being left out &amp; Coping with Bullying  Working Together Anti-bullying  Stereotypes and Changing Relationships Education: Anti bullying  Relationships and sex education: Reproduction Relationships and sex education: Gender differences and puberty</p>	<p>How it feels to be excluded or discriminated against · About how to deal with bullies Anti-bullying - Be able to describe how this feels - Consider bullying themes within the school such as racism, hate speech, ability, special need, disabilities, Homophobic, Biphobic and Transphobic (HBT) bullying and sexual bullying- including the use of words such as 'gay' as an insult - Use role-play or other to demonstrate techniques they have learnt Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. Be aware of the need to challenge stereotypes and prejudiced based bullying Link to science</p>

**Action/Exhibition: Action:**

Help re-design the schools behaviour policy by discussing with SLT

**Trip ideas**

The National Gallery

To be taught in a block and evidenced through floor books/ RE booklets



RE: Introduction to Hinduism: Beliefs

Computing systems and networks – Sharing information