

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"				
Our Learning Challenge				How did invaders leave their marks at different times?
Year	5	Term	Autumn	<p>Our Vision and values</p> <p>I will be proud of all that I do and treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		Create Invaders exhibition space for pop up museum - whole school event in December		<p>British Values</p> <p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> • Encouraging children to make decisions together. • Providing opportunities for children to vote between choices of activity. • Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> • Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. • Encouraging children to develop a positive sense of themselves. • Provide activities for all children to engage in and actively challenge gender specific tasks and activities. <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> • By working together to create group rules. • By understanding their own and others' behaviour and feelings and the consequence of these. • Encouraging and supporting children to learn how to distinguish right from wrong. <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> • Encouraging children to learn about the world around them - both locally and further afield. • Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,
Starting Stimulus			Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding

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<p>What is a museum? How are museums now represented online? Compare/ contrast different online museum sites, e.g. British Museum; Jorvik Centre What kind of things would we like to set up in our own museum? How do we want our museum to look? Viking Man workshop or visit to The Jorvik Centre (York)</p>	<p>Viking Man workshop or visit to The Jorvik Centre (York) Design and make Viking shields, long ships and/ or headwear out of mixed materials Design and make a set of runes; explore how they were used in Viking times Learn Viking (chant) songs and perform them for an audience</p> <p>Dress as a famous person Stage a fight Learn the highway code - all year Build a ship</p>	<p>Being in My World (see individual year group for differentiated planning) Help others to feel welcome Try to make the school community a better place Think about everyone's right to learn Care about other people's feelings Work well with others Choose to follow the learning charter</p> <p>Outcome - Key Stage 2 charter</p> <p>Celebrating Difference Explain the differences between direct and indirect types of bullying Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>Outcome - Culture display</p>
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Steps to Achieving Learning Challenge		
Sub question	Subject Focus (from mapping)	Content / Activities
What is an invasion?	Art History - look at famous painting of invasions and define what an invasion is.	Order artwork chronology based upon the events depicted.
Who has invaded Britain?	History - chronology of invaders and settlers to Britain Geography - Where did these invaders come from? What places were invaded and why? Identify human and physical characteristics of these places	Join the Vikings - job advertisements Viking Invasion newspaper report Map work indicating where the Vikings came from and plotting these on a map.
Who were the Vikings? (6 weeks)	History - How can we use primary/secondary sources to tell us about the Vikings? Are these sources reliable? Why did the Vikings come to Britain? Settlements - Where did they live in Britain? What did they live in? Food -What did the Vikings like to eat? Clothes - How did the Vikings dress? Religion - What did the Vikings believe in? Battles - Who did the Vikings clash with in Britain and why? PE - perform and express complex sequences (enacting battles) Music - explore and describe a piece of music which is appropriate to convey a battle	Viking longboat mobiles Interviews with Vikings and record - Why did you come to Britain? Estate Agents particulars for a Viking settlement. Viking menus Viking jewellery Viking weaponry and helmet art/DT work using papier mache and woodwork. Twitter Feed with Grace Mary updating each other on our progress.

What legacy did the Vikings leave us?	History - What can we still see/use/do that the Vikings introduced to us? What impact does this have on life today?	- History DVD in the style of Dan Snow, What the ___ did for us (BBC2)
What happened to the Vikings?	English - Produce newspaper reports, diary entries and letters about the demise of the vikings History - Tussle with Saxons for power Norman conquest	Goodbye letters from the point of view of a Viking.
How can we share our knowledge and understanding of the Vikings with others?	ICT - Blogs and podcasts of Viking stall at the school museum and learning challenge	Online blog of the museum and podcasts advertising the event on the school website. Promotional materials Exhibit labels and cards Guide books and information cards ipad guides (apps) Guided tours

Relationship to Core Subjects

English Skills		Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes. Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> Recommend books to peers, giving reasons for choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wide range of poetry by heart. Prepare 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. Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. 	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. Plan, draft, write, edit and improve. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots. Create vivid images by using alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue. <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> Guide the reader by using a range of organisational devices, including a range of connectives. Choose effective grammar and punctuation. Ensure correct use of tenses throughout a piece of writing. <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity. 	<p><u>Number - place value</u></p> <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><u>Number- addition and subtraction</u></p> <p>Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of</p>	<p>Earth & Space</p> <ol style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces</p> <ol style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Working Scientifically (UKS2)</p>

<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve and record information from non-fiction. Participate in discussion about books, taking turns and listening and responding to what others say. Distinguish between statements of fact and opinion. Provide reasoned justifications for views. 	<ul style="list-style-type: none"> Write paragraphs that make sense if read alone. Write cohesively at length. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> Write sentences that include: <ul style="list-style-type: none"> relative clauses modal verbs relative pronouns brackets parenthesis a mixture of active and passive voice a clear subject and object hyphens, colons and semi colons bullet points. <p><u>To present neatly</u></p> <ul style="list-style-type: none"> Write fluently and legibly with a personal style. <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> Use prefixes appropriately. Spell some words with silent letters (knight, psalm and solemn). Distinguish between homophones and other words that are often confused. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. Use dictionaries to check spelling and meaning of words. Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. Use a thesaurus. Spell the vast majority of words correctly. <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> Develop understanding of writing concepts by: <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases to convey complicated 	<p>accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.</p> <p><u>Number - multiplication and division</u></p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p><u>Statistics</u></p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p>	<ol style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording results using scientific diagrams and labels Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments
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	<p>information concisely.</p> <ul style="list-style-type: none"> Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently. <p>To understand writing</p> <ul style="list-style-type: none"> Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. <p>To present writing</p> <ul style="list-style-type: none"> Perform compositions, using appropriate intonation and volume. 														
<p>Key Texts</p> <table border="0"> <tr> <td><u>Fiction</u></td> <td><u>Non-fiction</u></td> <td><u>Poetry</u></td> </tr> <tr> <td>M Murpugo - Beowulf</td> <td>Dragonology</td> <td> kennings</td> </tr> <tr> <td>Arthurian legends (King Arthur)</td> <td>The Viking Invader</td> <td>The Walrus and the Carpenter</td> </tr> <tr> <td>J Strong -There's a Viking in my Bed</td> <td>Dragons and all that stuff</td> <td>L Carroll - The Jabberwocky</td> </tr> </table>		<u>Fiction</u>	<u>Non-fiction</u>	<u>Poetry</u>	M Murpugo - Beowulf	Dragonology	kennings	Arthurian legends (King Arthur)	The Viking Invader	The Walrus and the Carpenter	J Strong -There's a Viking in my Bed	Dragons and all that stuff	L Carroll - The Jabberwocky		
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<p align="center">English Real and Purposeful Outcomes</p>		<p align="center">Maths Outcomes</p>	<p align="center">Science Outcomes</p>												
<p>Write stories that contain mythical and/ or legendary events Explore how to interweave character and setting descriptions in to the beginning of stories Start/ end stories in different ways, e.g. a cliff hanger</p>	<p>Timeline of major Viking events Time and word problems to create a quiz for the pop-up museum</p>	<p>EARTH AND SPACE</p> <ul style="list-style-type: none"> Develop enquiry questions (planning) Create a scale model of the solar 													

<p>Write recounts inc diaries, e.g. as if you were a character or beast (Beowulf) Research, organise and write information text in different formats, e.g. fact file, leaflet, PPT presentation, bulletin Write using journalistic style - news article but also another format, e.g. blog, magazine article, help page, interview Learn part of a significant poem by heart, e.g. verse of the Jabberwocky; perform to the class Read and enjoy practising and performing plays Write Kennings poems using the correct structure</p>	<p>Make a scale model of a Viking longboat using 2d and 3d representations Finding all possibilities of Viking seating plan - use https://www.tes.com/teaching-resource/viking-maths-6314677</p>	<p>system (exploring/analysing secondary sources)</p> <ul style="list-style-type: none"> • Create an orrery to explore heliocentricity (exploring/analysing secondary sources) • Create a shadow clock to explore day and night (observing over time) • Create a sundial and explore time zones (exploring/analysing secondary sources) • Investigate moon phases (exploring/analysing secondary sources) <p>FORCES</p> <ul style="list-style-type: none"> • Investigate parachutes and air resistance (problem solving/fair testing) • Investigate and create levers (problem solving/fair testing) • Investigate and create pulleys (problem solving/fair testing) • Investigate gears (problem solving/fair testing) • Investigate friction (problem solving/fair testing) • Investigate boats and water resistance (problem solving/fair testing)
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Relationship to Foundation Subjects		
Art and Design Skills	Design and Technology Skills	Computing
<p>To develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of 	<p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers 	<p>To connect</p> <ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.

<p>visual language.</p> <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <p>To master techniques in:</p> <p>sculpture (shields)</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>digital media (ebook)</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and instillation) 	<p>throughout history, giving reasons for choices.</p> <ul style="list-style-type: none"> • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. <p>To master practical skills in</p> <p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). 	<p>To communicate</p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. <p>To collect</p> <ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.
<p>Art and Design Outcomes</p>	<p>Design and Technology Outcomes</p>	<p>Computing Outcomes</p>
<p>ADD ON</p>	<p>ADD ON</p>	<p>We are communicators</p> <p>To communicate (create an eBook and upload photos, text)</p> <p>Book Creator</p>

Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. 	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>To understand chronology</u></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change 	<p><u>To perform</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). <p><u>To describe music</u></p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<p>Autumn 1 - Games</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.

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<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 		<p>Autumn 2 - Dance (Viking)</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
ADD ON	ADD ON	ADD ON	ADD ON
RE Skills		Language Skills	

<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. <p><u>To reflect</u></p> <ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. <p><u>To understand values</u></p> <ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	<p><u>To read fluently</u></p> <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. <p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. <p><u>To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.
RE Outcomes	Language Outcomes
<p>Autumn</p> <p>Creation unit 2b.2 Core learning - Debate Creation vs. Science, Report about famous scientists who are Christians</p> <p>Buddhism -Caring for Others, Animals and the Environment - How does God want Buddhists and Jains to care for the world? - Summary of rules, reflection - What list of promises could you make to take care of the world?</p> <p>Sikhism - Sharing and Being Generous - How do Sikhs show their generosity? - Poster about Langar, menu, news report - Langar in action.</p>	<p>ADD ON</p>

Incarnation unit 2b.4 Core learning - Write a script for Christmas dinner/plans, reflect upon key question with supporting examples.

Islam -Being Hopeful and Visionary- What do Muslims hope for the future? Retelling of the story of Hodaybiyya, physical and emotional map of the journey to Makkah.