**"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	*Can we contribute to a museum to share the history of Britain and the world? What is the cost of war?*

Year	6	Term	Autumn	Our Vision and values	I will be proud of all that I do an 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 an make to me and how I live
Purposeful Learning Outcome		Pop-up museum with various artefacts and replicas		British Values	Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example: • 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 Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example: • 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. 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: • 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. 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 • 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

Authentic air raid siren Chamberlain's radio message to Britain announcing the beginning of WWII	Visit Bewdley Museum and/or The Severn Valley Railway – WWII experience workshop Design and build 3D mini shelters out of mixed materials Farm to Fork (Tesco) rationing workshop in school RAF Cosford volunteers – workshop in school; costumes and artefacts Attend a Remembrance service/ parade Make 3D sculptures representing peace (poppies, doves) Holocaust family survivor talk **Learn First Aid (St. John's Ambulance 'Big First Aid'** **Learn to play cards** **Build a shelter (inc Frank Chapman)** **Learn how to tie knots, learn about fire safety (Frank Chapman)**	**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 Outcome – School charter **Celebrating Difference** Explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation Outcome – Admiration Accolades

Steps to Achieving Learning Challenge		
Sub question	**Subject Focus (from mapping)**	**Content / Activities**
When did WWII start and why?	**History-** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Look at the reason why the second world war started, after briefly explaining why this was called the Second World War
Which countries were involved in WWII? Look at allies and axis.	**Geography** – locate the world's countries, using maps; name and locate counties and cities of the United Kingdom; use maps, atlases, globes and digital/computer mapping to locate countries	Identifying and labelling countries that were allies or axis; understanding these terms Propaganda – what was it and how was it used in Britain?
How did people protect themselves during the war?	**History** – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Design and Technology** – use research and develop design criteria select from and use a wider range of tools and equipment to perform practical tasks	Looking at pictures of different types of shelters Design and make a model of an Anderson shelter, inc with mentoring project with Focus Provision Identify what air raid sirens were for; what happened when there were raids on Britain e.g: during The Blitz Research gas masks; the role of air raid wardens and the 'home front'
What was 'evacuation' and who was evacuated?	**History -** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Conscience alley, role play, hot seating - diary or letter home to parents. Make name tags
What were the effects of war on everyday life?	**Design and Technology** – use research and develop design criteria select from and use a wider range of tools and equipment to perform practical tasks	What was rationing? What were people's allowances? Look at real life rationing books and recreate a copy of one. (Plus other DT projects

	Art- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	for learning log tasks/ homework.) **Look at how people were encouraged to use every available space to grow own food. Propaganda -art posters to support 'Make do and mend', 'Dig for Britain'** **Make their own wartime menus. Cook stew or carrot/ potato recipe, e.g. following workshop by K.Lowe (Tesco)**
How did World War II end?	**History** – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Research events inc the beginning, evacuation, Battle of Britain, The Blitz, Dunkirk, the end of the war. Why do we have Remembrance Day?**
How did people celebrate the end of the war?	**History -** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Design and Technology-** prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	**Re-enact a street party celebration for VE DAY - still following rationing allowances of 1945**

Relationship to Core Subjects			
English Skills		Maths Skills	Science Skills

English Skills		Maths Skills	Science Skills
To read words accurately · Apply knowledge of root words, prefixes and suffixes. · Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.) To understand texts · 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.	**To write with purpose** · 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. **To use imaginative description** · 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. **To organise writing appropriately** · 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. **To use paragraphs** · Write paragraphs that give the reader a sense of clarity.	Number: Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Number- addition subtraction, multiplication + division Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.	Light i. Recognise that light appears to travel in straight lines ii. 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 iii. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes iv. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Electricity i. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ii. 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 iii. Use recognised symbols when representing a simple circuit in a diagram Working Scientifically (UKS2)

· 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.

· Write paragraphs that make sense if read alone.
· Write cohesively at length.

To use sentences appropriately
· Write sentences that include:
  · 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.

To present neatly
· Write fluently and legibly with a personal style.

To spell correctly
· 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.

To punctuate accurately
· Develop understanding of writing concepts by:
  · 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.

Perform mental calculations, including with mixed operations and large numbers.
Identify common factors, common multiples and prime numbers.
Use their knowledge of the order of operations to carry out calculations involving the four operations.
Solve problems involving addition, subtraction, multiplication and division.
Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
Compare and order fractions, including fractions > 1
Generate and describe linear number sequences (with fractions)
Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example x =]
Divide proper fractions by whole numbers [for example ÷ 2 =]
Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example]
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

i. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
ii. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
iii. Recording results using scientific diagrams and labels
iv. Using test results to make predictions to set up further comparative and fair tests
v. 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
Identifying scientific evidence that has been used to support or refute ideas or arguments.

• Using expanded noun phrases to convey complicated information concisely.
• 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.
• Indicate grammatical and other features by:
• 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.

To understand writing
• Use and understand grammatical terminology when discussing writing and reading:
  Year 5
   • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
  Year 6
   • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

To present writing
• Perform compositions, using appropriate intonation and volume.

Key Texts

Fiction	Non-fiction	Poetry
M Murpurgo – Friend or Foe	WWII diary logbook	Remembrance/ war poetry inc
N Bawden – Carrie's War (and BBC film)	Replica newspapers	In Flanders Fields
M Magorian – Goodnight Mr Tom	Bllitzed Britz (Horrible Histories)	The Eternal Soldier
Diary of Anne Frank	Various other texts	Remembrance Day
J Boyne - The Boy in the Striped Pyjamas		The Paper Dove
R Innocenti - Rose Blanche		
R Innocenti - Erika's Story		

English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes
Write using journalistic style – newspaper articles (to include historical content from the outbreak of WWII); formal writing Explore characters and settings, within historical narratives Write recounts of workshops and events; write diaries based on characters in narrative and real-life (e.g. Anne Frank) Make comparisons across various historical narratives read in class, identifying themes and writing detailed reflections Write stories inspired by reading a range of historically-based fiction, inc Friend or Foe, Carrie's War Critique poetry based on war and Remembrance; present ideas in different ways using imaginary and figurative language inc simile/ metaphor, word play, repetition Learn poems by heart; present to an audience	Convert recipes from metric to imperial and then make and bake Timeline of events of the major parts of World War II – use Roman numerals as well as base 10 Plot on a grid the outline of a garden including an Anderson shelter and work out the different areas and perimeters of regular and irregular shapes Create a code wheel based on the Enigma device	LIGHT • Investigate a range of simple light challenges (**planning/fair testing/exploring**) • Investigate and demonstrate that light travels in straight lines (**exploring**) • Investigate shadows and how they change as a result of light sources (**Fair testing/exploring/pattern seeking**) • Investigate how light reflects (make a periscope) (**exploring/problem solving**) • Explore split light (finding 'rainbows') (**exploring**) Investigate coloured light mixing (**exploring/problem solving**) ELECTRICITY • Investigate a range of simple electric circuit challenges (**planning/fair testing/exploring**) • Investigate the effects of voltage and number of components on a working circuit (**exploring/fair testing/pattern seeking**) • Explore resistance through the use of various components (**exploring**) • Draw circuit diagrams (**analysing secondary sources**) • Design and make a dimmer switch (**problem solving/exploring**) Design and create a light decoration circuit (**exploring/problem solving**)

Relationship to Foundation Subjects		
Art and Design Skills	Design and Technology Skills	Computing
To develop ideas • 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	**To design, make, evaluate and improve** • 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.	**To connect** • 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.

work progresses.
• Comment on artworks with a fluent grasp of
visual language.

To take inspiration from the greats (classic and modern) War Artists –
Montegue Dawson (Battle of Trafalgar), Goya (The Third of May, Execution
of the Rebels, The disasters of war), Turner (Autumn)

• 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.

To take inspiration from design throughout history
• Combine elements of design from a range of inspirational designers
throughout history, giving reasons for choices.
• Create innovative designs that improve upon existing products.
• Evaluate the design of products so as to suggest improvements to the
user experience.

To master practical skills in

Food
• Understand the importance of correct storage and handling of ingredients
(using knowledge of micro-organisms).
• Measure accurately and calculate ratios of ingredients to scale up or down
from a recipe.
• Demonstrate a range of baking and cooking techniques.
• Create and refine recipes, including ingredients, methods, cooking times
and temperatures.

Textiles – make do and mend
• Create objects that employ a seam allowance
• Join textiles with a combination of stitching techniques (such as back stitch
for seams and running stitch to attach decoration)
• Use the qualities of materials to create suitable visual and tactile effects in
the decoration of textiles

Materials – Anderson Shelters
• 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).

Construction – Anderson Shelters
• Develop a range of practical skills to create products (such as
cutting, drilling and screwing, nailing, gluing, filling and sanding.

Mechanics – link to science
• Use scientific knowledge of the transference of forces to choose
appropriate mechanisms for a product (such as levers, winding mechanisms,
pulleys and gears).

• Understand the effect of online comments and show responsibility and
sensitivity when online.
• Understand how simple networks are set up and used.

To communicate
• 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.

To collect
• Select appropriate applications to devise, construct and manipulate data
and present it in an effective and professional manner.

	To design, make, evaluate and improve • 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	
Art and Design Outcomes	**Design and Technology Outcomes**	**Computing Outcomes**
Blitz over London collage incorporating background watercolour wash and silhouette buildings and searchlights Practise sketching techinique inc crosshatching and using different weight of lines – shelter designs; reproducing effects seen in famous war artwork Sketches of famous war politicians and leaders, inc Winston Churchill	Use a range of mixed media and found materials to make a WWII shelter – inc cross-sections of inside too Take part in cookery lesson producing a WWII recipe using rationed foods – e.g. eggless carrot cake (also provide samples of such foods for end pop-up museum event)	**We are film makers** To communicate (create a revision guide / WWII short) iMovie, Book creator **We are app planners** To communicate (online – smartphone capabilities) To present (pitch an idea for an app) PowerPoint, Slides

Geography Skills	**History Skills**	**Music Skills**	**P.E Skills**
To investigate places • 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.	To investigate and interpret the past • 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.	**To perform –** Glen Miller – In the Mood, Moonlight Serenade, Learn home-front songs – Vera Lynn, Holst's Planet Suite, War of The Worlds, Broadway Musicals – show tunes (Rogers and Hammerstein, Cole Porter, Harold Arlen). • Sing or play from memory with confidence.	**Autumn 1 – Games** To develop practical skills in order to participate, compete and lead a healthy lifestyle • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) • Work alone, or with team

• 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.

To communicate geographically
• Describe and understand key aspects of:
• **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).

To investigate patterns
• 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.
• 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.

To build an overview of world history
• 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.

To understand chronology
 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
• 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.

To communicate historically
• Use appropriate historical vocabulary to communicate, including:
  • dates
  • time period
  • era
  • chronology
  • continuity
  • change
  • 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.

• 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).

To describe music
• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  • 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.

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 gam
• 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

Autumn 2 – Dance (WW2 for showcase)

To develop practical skills in order to participate, compete and lead a healthy lifestyle

• 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**
WWII linked focus on countries within the European campaign and wider across the world, e.g. as USA joined the war Identify countries' names and locations – and refer to these in writing, timelines and recounts of the day	Detailed pieces evidencing important events during the war, inc outbreak, evacuation, the Blitz, rationing, Anne Frank, VE day etc. – in topic books; various presentation styles incorporating research, primary and secondary sources/ photos and recounts from experiences (e.g. museum visits and visitors to school	Songs of the war – inc accompanying with ukulele	Small-sided games inc netball and basketball Dodgeball Dance – based on 1940s era Outdoor Eduacation

RE Skills	MFL Skills
<u>Understand beliefs and teachings</u> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. <u>To understand practices and lifestyles</u> • 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. <u>To understand how beliefs are conveyed</u> • Explain some of the different ways that individuals show their beliefs. <u>To reflect</u> • 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. <u>To understand values</u> • 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.	<u>To read fluently</u> • 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. <u>To write imaginatively</u> • 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. <u>To speak confidently</u> • 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. <u>To understand the culture of the countries in which the language is spoken</u>

	• 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	**MFL Outcomes**
Autumn - **Creation unit 2b.2 Digging deeper**- Case studies providing evidence of Psalm 8 in action today, Innovative versions of Psalm 8 **Various religions –Creating Unity and Harmony** - How do believers seek to restore unity and harmony? – drama, 'Inside the Circle' activity **Incarnation unit 2b.4 Digging deeper-**Advert for child sponsorship, Debate – 'The world doesn't need a messiah – it just needs people to love each other', **–Sikhism** -Cultivating Inclusion, Identity and Belonging - Why do some believers change their name?- recount of naming ceremony, summary of Hukam.	Learning how to meet and greet in different languages – linked to speeches from world leaders