

"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				Where in the world have people achieved their dreams?
Year	6	Term	Spring	<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 I 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		<p>Children write their own dream speeches</p> <p>Encourage parents to come in and speak to the children about their dreams and aspirations as a child - whether they have achieved them or not. If they have, how?</p>		<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		
Explore dream catchers; design and make a dreamcatcher activity			Invite parents/ visitors into school to talk about their work and/ or dreams Take part in a Shakespeare workshop with visiting artist Sikh gurdwara visit Attend a book event, e.g. at the library or 'meet the author' event Visit the theatre Act out Shakespeare Walk 10 miles Race a Car			Dreams and Goals Describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this Outcome - Garden Totem Pole /fundraising event Healthy Me Evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this Outcome - Healthy body, Healthy Mind Chapter/Speech		
Steps to Achieving Learning Challenge								
Sub question			Subject Focus (from mapping)			Content / Activities		
What are our dreams and aspirations?			DT/art- Designing and making a dream catcher. History- Famous figures in history PSHE- Going for Goals			Invite local people/parents in to talk to children about their dreams and aspirations that they have achieved. What are your hopes and dreams and how can you achieve them? DT- design and make own dream catchers		
How have people achieved their dreams?			English- poetry History- timelines, place famous figures in history. Geography- map work Science- earth and space Music- recorders DT- models			English - Poetry 'The Door' (dreams and aspirations poems) Biography of Enid Blyton Christopher Columbus- dreams of exploration and adventure (biography) DT_ make a model of one of Christopher Columbus' ships.		
Are all dreams achievable?			History- significant events in history Art- surrealism- Salvador Dali ICT- links to blogging.			William Shakespeare- dreams of fame and fortune in London Painting in style of Salvador Dali- surrealism		
How do we overcome adversity?			Geography- North and South America			The American Dream - Political figures who have changed the USA eg: George Washington, Abraham Lincoln, JFK, MLK.		

What are our dreams and inspirations now?	English - communicating and performance poetry	The American Dream- present day-Barak Obama Writing and presenting own dream speeches to parents	
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. 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. 	<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. 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 	<p><u>Number: Decimals</u></p> <p>Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp.</p> <p>Multiply one digit numbers with up to 2dp by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p><u>Number: Percentages</u></p> <p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple FDP including in different contexts.</p> <p><u>Measurement</u></p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p>	<p>Living Things and their Habitats</p> <ol style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics <p>Working scientifically</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 data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 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 Identifying scientific evidence that has been used to support or refute ideas or arguments

	<ul style="list-style-type: none"> • 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 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: <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. 	<p><u>Number: Algebra</u></p> <p>Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p><u>Number: ratio</u></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p><u>Geometry and Statistics</u></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p> <p>Time at the beginning or end of the term for consolidation ,gap filling, seasonal activities, assessments, etc.</p>	
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	<ul style="list-style-type: none"> 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>F Boyce - Millions</td> <td>N Mandela - autobiog/ Long Walk to Freedom</td> <td>The Door</td> </tr> <tr> <td>Shakespeare - Macbeth</td> <td>M L King - I have a dream</td> <td>The Witches' Spell</td> </tr> <tr> <td>E Blyton - The Faraway Tree</td> <td>William Shakespeare (Osbourne)</td> <td>The Minister for Exams</td> </tr> <tr> <td></td> <td>Winston Churchill autobiography</td> <td>This Letter's to Say...</td> </tr> <tr> <td></td> <td></td> <td>Michael Rosen collection</td> </tr> </table>				<u>Fiction</u>	<u>Non-fiction</u>	<u>Poetry</u>	F Boyce - Millions	N Mandela - autobiog/ Long Walk to Freedom	The Door	Shakespeare - Macbeth	M L King - I have a dream	The Witches' Spell	E Blyton - The Faraway Tree	William Shakespeare (Osbourne)	The Minister for Exams		Winston Churchill autobiography	This Letter's to Say...			Michael Rosen collection
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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 a narrative based on Shakespeare, e.g. using patterns of 3, something evil</p> <p>Write an argument based on Macbeth - Did Shakespeare write his own plays?</p> <p>Write persuasively, e.g. letter or advert based on Millions/ wealth</p> <p>Write biographies based on famous and not-so-famous people (living and historical), inc British icons in sport, charity - e.g. D Beckham, T Barnardo, J Wilson, D Walliams</p> <p>Write in journalistic style, e.g. fact file, newspaper article, blog, interview (linked to current popular figures in Britain)</p> <p>Critique poetry based on dreams/ wishes/ imagination - use imaginary and figurative language</p> <p>Learn poems (and/or speeches) by heart; present to an audience</p>	<p>Examine populations in countries and use percentages to show which parts of the world have the highest population compared to land mass</p> <p>Geometric and tessellations creating own artwork</p> <p>Make 3d dream catchers and look at different angles that are created</p> <p>SATs revision mainly however</p>	<ul style="list-style-type: none"> Make a classification system for sweets (sorting and classifying) Group animals, microorganisms and plants and identify 'odd ones out' (sorting and classifying) Observe, record and classify local area living things (observing over time/exploring/sorting and classifying) Classify unusual creatures and plants (sorting and classifying) Design a 'new' creature that fits within a specific classification (sorting and classifying) <p>Debate reasons for classifying living things as</p>																			

		we do (sorting and classifying)
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 visual language. <p>To take inspiration from the greats (classic and modern) War Artists - Montague Dawson (Battle of Trafalgar), Goya (The Third of May, Execution of the Rebels, The disasters of war), Turner (Autumn)</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 drawing (Dreams)</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement <p>Painting - link to above</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine 	<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 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. 	<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>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>line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques <p>Print - link to paint</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 			
Art and Design Outcomes	Design and Technology Outcomes	Computing Outcomes	
<p>Create and design dream catchers Design a collage to create a picture of a famous figure</p>	<p>Using a variety of materials, create and add to dream catchers</p>	<p>We are project managers To communicate (app development) To code (debug)</p> <p>To organise (timeline) Google calendar, Swift, Apps4Good (free, app development website)</p> <p>We are market researchers To connect / to communicate (questionnaire) To present (findings) Forms, PowerPoint, Slides, Apps 4Good</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. 	<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. 	<p>Glen Miller - In the Mood, Moonlight Serenade, Learn home-front songs - Vera Lynn, Holst's Planet Suite, War</p>	<p>Spring 1 - Gymnastics To develop practical skills in order to participate, compete and lead a healthy lifestyle</p>

<ul style="list-style-type: none"> 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. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. 	<ul style="list-style-type: none"> 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 century decade legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 	<p>of The Worlds, Broadway Musicals - show tunes (Rogers and Hammerstein, Cole Porter, Harold Arlen).</p> <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 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright). <p>Spring 2 - Outdoor and Adventurous activities</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Select appropriate equipment for outdoor and adventurous activity.
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<ul style="list-style-type: none"> Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> Use original ways to present information and ideas. 	<ul style="list-style-type: none"> combination of musical elements cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
<p>Children design a map (again using the figure of their own choice) of the various places where the figure travelled and what impact they had there. Plot places from around the world using atlases and maps etc.</p>	<p>Use a timeline to recreate a biographical interpretation of a person's life (children to choose figure they would like to research, links to biographies in English)</p>	<p>Children to create and play a piece of music relating to the famous figure. Use pieces of music that are synonymous with the individual.</p>	<p>Take inspiration from a famous figure to achieve an outcome which they could not do before eg. kick a ball accurately, throw a ball in a basket. Focus on perseverance.</p>
RE Skills		MFL 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. 		<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. 	

<ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • Express their own values and remain respectful of those with different values. 	<ul style="list-style-type: none"> • 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.
<p>RE Outcomes</p>	<p>MFL Outcomes</p>
<p>Spring</p> <p>People of God unit 2b.3 Digging deeper - Non-chronological report 'Five Marks of Mission', persuasive letter writing to champion a charity</p> <p>Sikhism -Being Courageous and Confident - How were Sikhs brave during this festival? How do Sikhs show bravery today? - Recount the story of the first Baisakhi, Write a newspaper account of the event, Research Amrit/</p> <p>Buddhism How do people show bravery today?- Research bravery in action, recount of The story of Angulimala and the Buddha</p> <p>Salvation unit 2b.7 (Y6) Core learning- Silent debate following research.</p>	<p>Re-enact a famous speech of the children's choosing.</p>