

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading text	The Piano (film) The Boy in the Striped Pyjamas, John Boyne Article 14 - the right to think and believe what you choose and to practice your religion	Adolphus Tips, Michael Morpurgo Article 12 - the right to express their views, feelings and wishes, and to have their views taken seriously	Floodland, Marcus Sedgwick Article 9 - not be separated from parents against will. Article 4 - Governments must create systems and pass laws to promote and protect children's rights. Article 27 - adequate standard of living	Wallace and Gromit: Cracking Contraptions Article 29 - Education must develop every child's personality, talents and abilities.	Jack Stalwart: The Quest for Aztec Gold: Mexico, Elizabeth Singer Hunt Article 29 - Education must encourage children's respect for human rights, as well as respect for their own and others' cultures, and the environment	The Hook and other short stories Article 19 - Governments must ensure that children are protected from all violence, abuse and neglect and bad treatment by their parents or anyone else who looks after them.
Writing skills for the year. Article 28 - Every child has the right to an education. Primary education must be free.	<p>Writing legibly, fluidly and with increasing speed.</p> <p>Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes correctly. Using a colon to introduce lists and bullet points to list information.</p> <p>Using semi-colons to mark the boundary between independent clauses (<i>for example, It's raining; I'm fed up</i>); and brackets, dashes or commas to indicate parenthesis.</p> <p>Using hyphens to avoid ambiguity, <i>e.g. the light-blue scarf</i>.</p> <p>Using prefixes and suffixes and understand the guidance for adding them; spelling most common words from years 3-6; and distinguishing between homophones and other words which are often confused.</p> <p>Explaining how words are related by meaning as synonyms and antonyms (for example, big, large, little). Using dictionaries and thesauruses to check the spelling and meaning of words.</p> <p>Using noun and preposition phrases to add detail and precision. Using a range of clause structures, varying their position within the sentence.</p> <p>Using subordinating conjunctions. Using adverbials such as: on the other hand, in contrast, as a consequence.</p> <p>Applying present and past tenses correctly and consistently, including the progressive form and perfect form verbs to mark relationships of time and cause.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms.</p> <p>Drafting writing, selecting appropriate grammar and vocabulary</p> <p>Writing narratives with consideration of how authors have developed characters and settings. Describing settings and characters.</p> <p>Creating atmosphere in writing by integrating action and dialogue.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase.</p> <p>Using grammatical connections in sentences (for example, the use of adverbials such as on the other hand, in contrast, as a consequence), and ellipsis.</p> <p>Using verb forms mostly accurately and chosen for effect.</p> <p>Using the passive to affect the presentation of information in a sentence.</p> <p>Proof reading for spelling and punctuation errors.</p> <p>Proposing changes to vocabulary, punctuation and grammar to enhance effect and meaning.</p>					
Reading skills for the year Article 13 - free to express thoughts and opinions and access all kinds of information, as long as it is within the law. Article 31 - right to take part in cultural activities	<p>Applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p>Maintain positive attitudes to reading and understanding of what they have read, reading for a range of purposes. Books read and discussed include an increasingly wide range of fiction, poetry, plays, non-fiction, diaries and autobiographies, reference and text books, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Reading age appropriate books with confidence and fluency (including whole novels), and reading aloud with intonation that shows understanding.</p> <p>Making comparisons within and across books (e.g. characters, settings, identify and compare themes such as loss or heroism).</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Working out the meaning of words from the context Explaining and discussing their understanding of what they have read, drawing inferences, justifying them with evidence</p> <p>Predicting what might happen from both facts stated and implied in the text.</p> <p>Summarising main ideas, identifying key details and using quotations for illustration.</p> <p>Asking questions to improve their understanding.</p> <p>Explaining how language, structure and presentation contribute to meaning of the text as a whole.</p> <p>Evaluating how authors use language, including figurative language, considering the impact on the reader</p> <p>Retrieving information from non-fiction texts (using contents and indices to locate it)</p> <p>Distinguishing between facts and opinion</p> <p>Participating in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explaining and discussing their understanding of what they have read, including through formal presentations and debates and can provide reasoned justifications for their views</p> <p>Using technical terms (metaphor, simile, analogy, imagery, style, effect) when discussing books read</p>					

Year 6 long term Plan - Literacy

<p>Science</p> <p>Article 29 - respect for the environment</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>Working scientifically: When investigating: Does the wire in a circuit impact on the brightness of a bulb? Children to plan the enquiry, considering what aspect of the wire could be changed (e.g. thickness or length), and recognise what variables must be kept the same in order to test just one of these.</p> <p>Children to use the test results to form a conclusion which explains the causal relationship between the length / thickness of a bulb and explain the scientific reasoning for this.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines 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 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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p>	<p>Classification of animals</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Give responses to searching and puzzling questions (Sp)</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p>	<p>WWII scientists - Alexander Flemming penicillin, Charles Darwin.</p> <p>Form opinions on the contribution of individuals to past and present societies (C)</p>
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History Article 13 Article 22 Article 39	WW2 An aspect of British history/ significant turning point of British history WWII - looking at the lead up to WWII and the impact on everyday life WW2 - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Understand that cultures can change over time (C) Article 13 -express thoughts and opinions and access information, within the law. Article 22 - refugee children - protection and help Article 39 -victims of war (chn) receive support to recover		Mayans/aztecs Study of early non-European civilization contrasting British history. Focus on the lifestyle and the invasion of the Portuguese and Aztec/mayan gods Mayans / Aztecs - a non-European society that provides a contrast with British History. Form opinions on the contribution of individuals to past and present societies (C) Article 13 -express thoughts and opinions and access information, within the law.	
Geography Article 29 Article 13		Coastal comparison Understands geographical similarities and differences through physical and human geography in a European country and American Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of compass for direction. Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So) Article 29 -respect for the environment Article 13 -express thoughts and opinions and access all kinds of information, as long as it is within the law.		
Art Article 29 - Education must encourage respect for own and others' cultures Ar 31 - right to take part in cultural and artistic activities	Influence of propaganda To create sketchbooks to record their observations and use them to review and revisit their ideas to eventually create a WW2 propaganda poster of their own. Form opinions on the contribution of individuals to past and present societies (C)			Aztec art / DT To improve their mastery of art and design techniques including drawing and painting with a range of materials To develop and awareness of different kinds of art, craft and design Form opinions on the contribution of individuals to past and present societies (C)
DT Article 31 - right to take part in cultural and artistic activities		Home front - Dig for Victory (growing veg) To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed - WW2 link: Sow vegetables for harvesting in spring / summer term. Make WW2 recipe, e.g. Woolton Pie. Understand that cultures can change over time (C) - Priorities for food now (e.g. organic) vs priorities during		

		WW2 (e.g. nutrition).		
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<p>PSHE Objectives</p> <p>Article 12 the right to express their views.</p> <p>Article 13 the right to freely express their thoughts and opinions.</p> <p>Article 15 - the right to meet with other children.</p> <p>-To develop high expectations and a positive attitude (m)</p> <p>-Take responsibility , where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>-Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>Week 1 Class Charter CT3 – 2 Rules and laws; making/changing rules. CT2–10.Listen and respond, respect / challenge views CT3 – 7. Rights, duties - home, school, community CT3-3 Special rights in UNCRC CT3 – 4 Universal rights protect over law /family/ community CT2 - 16. recognise and challenge stereotypes Articles12/13 right to express their thoughts and opinions.</p> <p>Week 2: P4C</p> <p>IN ICT Week 2 'All Together' questionnaire (Anti-bullying)</p> <p>Week 3: Christopher Winter Drugs & Alcohol (Y2Lessons1-3) *risk *hazardous substances *safety rules Article 24 - right to the best possible health.</p> <p>IN ICT Week 3: Update One-page profiles Article 12 right to have a say; view taken seriously</p> <p>Week 4: P4C</p> <p>IN ENGLISH Friendship building - PoR The Boy in the Striped Pyjamas CT2 – 1.Other people's feelings CT2 – 12. Resolve disputes CT2 – 1. To recognise and respond to feelings in others CT1 – 5. Achievements, strengths, aspirations, goals. CT1–6Vocab to explain feelings Article 15 Every child has the right to meet with other children</p> <p>Week 5: Christopher Winter Drugs & Alcohol (Y3Lessons1-3) *smoking and effects 2*passive smoking 3*prevent starting smoking Article 24 - right to the best possible health</p> <p>Week 6: P4C</p> <p>Week 7: Happiness and Worries The Big bag of Worries / Wilf the Worrier / Silly Billy Words for feelings. Positive steps to stay happy, healthy and safe; mindfulness/breathing for well-being, empathy, concentration, resilience. Article 24 - right to the best possible health</p>	<p>Week 1: Media / online safety CT1 - 4. images do not always reflect reality – affect feelings CT1- 22. protect personal info: password, address and images CT3 - 17. explore and critique how the media present information CT2 - 18. bullying and abuse in all forms (including person/online/text) CT2 - 14. discrimination, teasing, bullying, aggression; ask for help Article 19 – Governments must ensure children are protected</p> <p>Week 2: ANTI-BULLYING WEEK No Outsiders lesson 1 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2 - 18. bullying and abuse in all forms (including person/online/text) CT2 - 17. difference between sex, gender identity, sexual orientation; terms for sex Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family.</p> <p>Week 3: Christopher Winter Drugs & Alcohol (Y4 Lessons 1-3) * the effect alcohol has on the body * risks related to drinking alcohol * how society limits the drinking of alcohol Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: No Outsiders lesson 2 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2 - 18. bullying and abuse in all forms (including person/online/text) CT3 - 11. appreciate the range of national, regional, religious, ethnic identities in the United Kingdom Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter Drugs & Alcohol Year 6: Y5 Lesson 1 + start lesson 2 *legal and illegal drugs, risks and effects *children's attitudes and beliefs about drug use and drug users Article 24 - right to the best possible health</p>	<p>Week 1: No Outsiders lesson 3 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2 - 18. bullying and abuse in all forms (including person/online/text) Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, and family.</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter Drugs & Alcohol Y5 Lessons 2 + 3 *children's attitudes and beliefs about drug use and drug users *strategies to resist drug use Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: No Outsiders lesson 4 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2 - 18. bullying and abuse in all forms (including person/online/text) Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, and family</p> <p>Week 6: P4C</p> <p>Week 7: Bullying and relationships CT2 - 9. the concept of 'keeping something confidential or secret', when we should / should not agree to this; when to 'break a confidence' or 'share a secret' Article 19 – Governments must ensure children are protected</p>	<p>Week 1: No Outsiders lesson 5 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT2 - 18. bullying and abuse in all forms (including person/online/text) Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, and family.</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter: SRE (Y2 lesson 1) *male and female stereotypes Article 19 – Governments must ensure children are protected</p> <p>Week 4: P4C</p> <p>Week 5: Christopher Winter: SRE (Y3 lesson 2) *touch and personal space CT1 - 20. Taking care of body; autonomy and the right to protect body from inappropriate and unwanted contact; Article 19 – Governments must ensure children are protected</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter: SRE (Y4 lesson 1) *human lifecycle and body changes CT2 - 2. healthy lifestyle including benefits of physical activity, rest, healthy eating and dental health Article 24 - right to the best possible health</p> <p>Week 8: P4C</p> <p>IN BIKEABILITY CT1 - 21. strategies for keeping physically and emotionally safe: road safety (cycle safety- Bikeability), safety in environment (rail , water, fire safety), safety online (social media, responsible use of ICT and mobile phones)</p>	<p>Week 1: Christopher Winter: SRE (Y4 lesson 2) *facts about puberty and name body parts CT1 - 20. Taking care of body; autonomy and the right to protect body from inappropriate and unwanted contact; actions such as female genital mutilation (FGM) are abuse, and a crime - how to get support if they have fears for self or peers CT3 - 5. some cultural practices are against British law and universal human rights, eg FGM Article 24 - right to the best possible health</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter: SRE Y6 Y5 lesson 1 *puberty and reproduction – emotions CT1 - 1. what positively and negatively affects physical, mental and emotional health (including the media) CT1 - 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: Christopher Winter: SRE (Y5 lesson 2) *puberty changes and reproductive organs Article 24 - right to the best possible health</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter: SRE Y6 Y6 lesson 2 *puberty and reproduction Article 24 - right to the best possible health</p>	<p>Week 1: Christopher Winter: SRE (Y6 lesson 3) *physical and emotional behaviour in relationships CT2 - 3. ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>Week 2: P4C</p> <p>Weeks 3 – 5 SRE: CT2-5. civil partnership / marriage are examples of stable, loving relationships and a public demonstration of commitment between 2 people who love and care for each other, want to spend their lives together and are of legal age to make commitment CT2-6. marriage is a commitment freely entered into by both people; no one should enter into a marriage if they don't absolutely want to do so</p> <p>ON YEAR 6 RESIDENTIAL CT2 – 11. Work collaboratively towards shared goals Article 15 Every child has the right to meet with other children.</p> <p>Elmbridge Junior Citizen and Sutton Life Centre CT1 -11. increasing independence brings increased responsibility to keep themselves and others safe CT2 - 8. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable; how to respond (who to tell and how to tell them) CT1 - 23. people responsible for helping them stay healthy/safe; ways they can help these people Article 24 - right to the best possible health Article 19 – Governments must ensure children are protected</p>
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<p>SEAL / UNICEF RRSA</p> <p>Article 6 - right to life. Governments must do all they can to ensure that children survive and develop to their full potential</p>	<p>SEAL: New beginnings Week 1: Building a community (for CLASS CHARTER LESSON – PSHE plans) Week 2: Focus on feelings Week 3: Focus on managing feelings Week 4: Calming down strategies Week 5: New beginnings Weeks 6: 'On-going activities'</p> <p>UNICEF RRSA: Class charters; learning about the UNCRC; language of Rights</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p>	<p>SEAL Getting on and falling out Week 1: Taking responsibility Week 2: Working together in groups Say no to bullying (13th-17th Nov) Week 3: What is bullying? Week 4: Literacy activity Weeks 5 – 6: Choose from history / drama / speaking and listening / art and design / maths, ICT or citizenship follow up Week 7: PSHE follow up: <i>Names and name-calling, Why people use bullying behaviour, How do we help children who bully to stop doing it?</i></p> <p>UNICEF RRSA: Life, survival and development; the best interests of the child</p> <p>→</p>	<p>SEAL: Going for goals Week 1: Ladder to success Week 2: I would but... - perseverance, overcoming obstacles to success Week 3: Excuses, excuses – Think of an excuse, A round tuit Week 4: Making wise choices Week 5: Ongoing activities – questions for reflection and enquiry, review</p> <p>UNICEF RRSA: Participation; Unicef day for change</p> <p>→</p>	<p>SEAL: Good to be me Week 1: Feeling good about myself CT1 - 1. what positively and negatively affects physical, mental and emotional health (including the media) Week 2: Anxious and worried CT1 - 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them Week 3: Standing up for what I think – peer pressure Week 4: Standing up for what I think – resisting peer pressure: Standing out from the crowd Week 5: Assertiveness Week 6: Understanding my feelings</p> <p>UNICEF RRSA: Global dimension</p> <p>→</p>	<p>SEAL: Relationships Relationships CT2 - 3. ways in which a relationship can be unhealthy and who to talk to if they need support. CT2 - 4. different types of relationship: acquaintances, friends, relatives and families. Week 1: Loss Week 2: Losses Week 3: Breaking friends Week 4: Forgiveness.</p> <p>UNICEF RRSA: non-discrimination</p> <p>→</p>	<p>SEAL: Changes Week 1: Rounds I feel ... about going to secondary school. I hope ... I am worried that ... Week 2: <i>The gossip game</i> Week 3: Understanding feelings about change CT1 - 8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement Week 4: Understanding how thoughts, feelings and behaviour are linked Week 5: Saying goodbye and moving on Week 6: Make a portfolio or special 'Moving on' folder for each child to take from school - put in any bits of work they are particularly proud of, as well as any certificates, awards, special mementoes, etc. Week 7: Questions for reflection and enquiry • Can being frightened be helpful? • Why are we afraid of new things? • What would happen if no one were ever afraid?</p> <p>UNICEF RRSA: campaigning: Send my friend to school --</p>
<p>VALUES Article 12 – Every child has the right to express their views feelings and wishes in all matters affecting them, and to have their views taken seriously.. Article 13 - Every child has the right to freely express their thoughts and opinions. Article 15 – Every child has the right to meet with other children.</p>	<p>Belonging / Respect Article 1– Everyone under the age of 18 has all the rights in the UNCRC Article 2 – The UNCRC applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Friendship / Happiness Article 15 – Every child has the right to meet with other children. To be considerate to others To develop understanding of how to earn trust and loyalty, to show honesty and commitment in relationships (M and So) Know words do hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p>Freedom / Unity Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 14: Every child has the right to think and believe what they want and to practise their religion. Peace/Love and Humility Article 8: Every child has the right to a name, a nationality and family ties. Article 20: Children must be looked after properly by their family or by people who respect their religion, culture and language. To take responsibility for own actions (m)</p>	<p>Honesty / Hope Article 17: We all have the right to accurate information from books, the internet, the media and other sources. Article 29: We all have the right to an education to develop our personalities and respect for others' rights. Simplicity / Trust Article 1: All children throughout the world have rights. Article 29: Education should teach children to respect the natural environment. To tell the truth (m)</p>	<p>Thoughtfulness / Understanding Article 28: Every child has the right to an education. Article 17: Every child has the right to reliable information that they can understand. Appreciation / Care and compassion Article 19: Children must be properly cared for, and protected from violence, abuse and neglect by anyone who looks after them. Article 24: Every child has the right to the best possible health. They must have good quality health care, clean water, nutritious food and a clean environment so that they can stay healthy. To help others less fortunate than themselves (m)</p>	<p>Confidence / Quality Article 29: Education must develop every child's personality, talents and abilities to the full. Article 14: Children have the right to think and believe what they want as long as it does not stop others from enjoying their rights. To develop high expectations and a positive attitude (m)</p>	<p>Fairness / Cooperation Article 15: Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights. Courage / Responsibility Article 29: Education must encourage respect for human rights, as well as respect for your parents, your own and other's cultures, and the environment. To respect the rights and property of others (m)</p>

<p>RE Article 14 - the right to think and believe what you choose and to practice your religion</p>	<p>Who are the Jews? Reflection: Reflecting on beliefs and practices of the Jewish community • Empathy: Seeing the world through the eyes of the Jewish Community • Interpretation: Suggesting meanings of religious texts • Investigation: Knowing how to gather information from a variety of sources • Synthesis: by linking the importance of the synagogue / Tenakh / leaders with Jewish beliefs • Application: making the association between the Jewish faith and ways of life for individuals, families, communities and the nation of Israel • Discuss religious beliefs with respect and understanding, engaging with the language of religion and faith (Sp)</p>	<p>What does it mean to be a Jew? Reflection: on the importance of family life for Jewish communities; on repentance and reconciliation Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of Jewish families and trying to see the world through 'Jewish' eyes • Investigation: asking relevant questions about Jewish ways of life; knowing how to gather information e.g. books, photos, stories, visitors, artefacts etc. • Interpretation: drawing meaning from Jewish artefacts, symbolism and stories; interpreting religious language & suggesting meanings of religious texts • Synthesis: by linking the importance of the home / festivals / commandments / rituals with Jewish beliefs; connecting different aspects of Judaism together e.g. Shabbat, creation & the Ten Commandments • Application: making the association between the Jewish faith and ways of life for individuals, families, and communities • Expression: explain concepts, rituals, practices e.g. fast at Yom Kippur or keep kashrut food laws Discuss religious beliefs with respect and understanding, engaging with the language of religion and faith (Sp)</p>	<p>What can we find out about the birth of Jesus? Reflecting on ultimate questions and Christian beliefs about Jesus • Empathy: considering the attitudes, beliefs and values of others, and seeing issues from their point of view • Investigation: knowing how to gather information from a variety of sources • Interpretation: drawing meaning from artefacts, works of art and symbolism; interpreting religious language & suggesting meanings of religious texts • Evaluation: debating issues of religious significance e.g. Are the similarities and differences within Matthew and Luke's account important? • Analysis: distinguishing between opinion and fact, and the differences between the two gospel accounts • Synthesis: linking significant features of religion together • Expression: expressing religious views Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>	<p>Why did Jesus have to die at Easter? Reflecting on ultimate questions and beliefs about the death of Jesus • Empathy: developing the ability to identify with feelings such as love and sorrow • Investigation: knowing how to gather information from a variety of sources e.g. Bible, art, knowledge of other Christian concepts and beliefs • Interpretation: drawing meaning from works of art and symbolism; interpreting religious language; suggesting meanings of religious texts • Evaluation: debating issues of religious significance with reference to evidence and argument e.g. do you have to die to 'give up' your life? • Synthesis: linking the concept of sacrifice with Christian belief; connecting Jesus death with what he taught • Application: suggesting how the idea of 'giving up your life' might change the way c Christian lives • Expression: explaining the concept of sacrifice Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>	<p>What do your clothes say about you? Reflecting: on feelings, beliefs and practices symbolised by clothing • Empathising: by considering the thoughts, feelings, beliefs and values of others; seeing the world through the eyes of others, and seeing issues from their point of view • Interpreting: by drawing meaning from symbolic clothing and using clothing as a source of information about the beliefs of the wearers • Evaluating: by debating issues of religious significance with reference to evidence and argument e.g. should religious symbols be allowed to be worn at work • Analysing: by distinguishing between opinion and fact; distinguishing between the features of different religions • Applying: by making the association between religion, the individual and community life • Expressing: religious views, and responding to religious questions through a variety of media Appreciate that a community is made up of a wide variety of people (So and C)</p>	<p>Who is the Holy Spirit? Reflection: What influences my and other people's decisions? • Empathy: Identify with the change in emotions felt by the disciples at Pentecost; see the world through the eyes of others when faced with difficult choices. • Investigation: Find out about people's lives through asking relevant questions; gather information about people of faith and how the Holy Spirit has influenced their choices • Interpretation: interpret religious symbols of the Trinity and the Holy Spirit. • Evaluation: debate issues of religious significance with reference to evidence and argument e.g. Is the Holy Spirit real? • Application: discuss what influences the choices you make • Expression: create your own symbols to represent ideas of the Trinity Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>
<p>French - Rigolo 2</p>	<p>Le weekend</p>	<p>Les vetements</p>	<p>Ma journee</p>	<p>Les transports</p>	<p>Le sport</p>	<p>On va faire le fete</p>
<p>Computing Article 17 - Every child has the</p>	<p>We are APP planners planning a mobile app understand capacities of smartphones and tablets</p>	<p>We are project managers developing project management skills to be able to identify the resources</p>	<p>We are market researchers select and use a variety of software to analyse and present research findings</p>	<p>We are interface designers to work collectively to design an apps interface using wireframing tools.</p>	<p>We are app developers to be confident using another programming toolkit to debug, design and write a</p>	<p>we are marketers creating video and web copy for an app developing communication skills using</p>

<p>right to reliable information from a variety of sources. Governments must help protect children from materials that could harm them.</p>	<p>and be able to pitch a proposal for an app Give responses to searching and puzzling questions (Sp)</p>	<p>needed to complete a project eg using a range of digital devices. Give responses to searching and puzzling questions (Sp)</p>	<p>Give responses to searching and puzzling questions (Sp)</p>	<p>Give responses to searching and puzzling questions (Sp)</p>	<p>programme for an APP Give responses to searching and puzzling questions (Sp)</p>	<p>video, market for a unique selling point and develop a flyer incorporating text and images. Give responses to searching and puzzling questions (Sp)</p>
<p>Music Article 13 - express thoughts and opinions Article 31 - right to take part in cultural and artistic activities Article 29 - encourage children's respect for their own and others' cultures.</p>	<p>WWII songs and the messages Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and traditions WW2 Give responses to searching and puzzling questions (Sp)</p>	<p>Songs from the 1940s Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and traditions WW2</p>			<p>End of year performance Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression Summer Leaving Concert Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	
<p>PE indoor Article 15 - the right to meet with other children and to join groups Article 31 - right to relax and play</p>	<p>Dance Perform dances using a range of movement patterns Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Gymnastics - balance and counter-balance Develop flexibility, strength, technique, control and balance Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Dance Perform dances using a range of movement patterns Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p>Gymnastics - balance and counter-balance Develop flexibility, strength, technique, control and balance Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Athletics Take part in outdoor and adventurous activity challenges individually and as a team Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	

<p>PE outdoor Article 15 - the right to meet with other children and to join groups Article 31 - right to relax and play</p>	<p>Tag rugby Take part in outdoor and adventurous activity challenges individually and as a team Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p>Lacrosse Take part in outdoor and adventurous activity challenges individually and as a team Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p>	<p>Handball Play competitive games and apply basic principles for attacking and defending Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Tri basket ball Play competitive games and apply basic principles for attacking and defending Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Rounders Take part in outdoor and adventurous activity challenges individually and as a team Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>	<p>Cricket Take part in outdoor and adventurous activity challenges individually and as a team Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So)</p>
<p>Environment Article 29 - respect for the environment</p>	<p>Science: Understand seasonality and know where and how a variety of ingredients are grown.</p>		<p>Power of Reading: Flood lands- looking at environmental changes</p>		<p>Science: Evolution and inheritance: looking at how plants/animals evolve to habitat.</p>	