



Year 6 Curriculum Overview 2021-22

	Autumn Behind the Bombs	Spring Extreme Earth	Summer The Curse of the Maya
English	<p><u>Non Fiction</u> Biography of Winston Churchill/Neville Chamberlain Newspaper report-journalistic writing announcement of War</p> <p><u>Fiction</u> Diary of an evacuee/letter from the lighthouse</p> <p><u>Poetry</u> Study of WW2 Blitz poetry</p> <p><u>Fiction</u> Story writing - historical narrative Descriptive writing techniques</p> <p><u>Non Fiction</u> Instructional writing- making an Anderson shelter</p> <p><u>Texts</u> <i>Archie's War</i> <i>Anne Frank's Diary</i> <i>Boy in the Striped Pyjamas</i> <i>Goodnight Mr. Tom</i> <i>Mozart Question</i> <i>Letters from the Lighthouse</i></p> <p>Empathise with the emotions of characters in stories including through imaginative play and role-play</p>	<p><u>Whole school Poetry Unit</u> Lady of Shallot/Highwayman</p> <p><u>Non Fiction</u> Information texts on weather phenomena Non- chronological report writing</p> <p><u>Fiction/Poetry</u> Kensuke's Kingdom character description/ diary writing Newspaper report examples/ setting descriptions/ information texts. Story writing - dramatic tension focus Descriptive writing techniques Myths and Legends mini study</p> <p><u>Texts</u> Escape from Pompeii Survivors by David Long and Kerry Hyndman Journey to the centre of the Earth Jules Verne Kensuke's Kingdom Holes</p> <p>Allow for opportunity to explore questions about the mysteries of life</p>	<p><u>Shakespeare unit</u> Play script reading and writing (linking to production and leavers' assembly). -Macbeth</p> <p><u>Non-Fiction</u> Information text- Pok-a-Tok game Non-chronological report- Maya life</p> <p><u>Fiction</u> Character and setting descriptions (Holes/Curse of the Maya)</p> <p><u>Texts</u> Holes The Curse of the Maya Maya Glyphs/Non-Fiction texts Hero Twins</p> <p>Range of writing genres used for assessment of writing and moderation. TBC</p> <p>Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane</p>
Maths	<p>White Rose</p> <ul style="list-style-type: none"> • Number and Place Value • Addition, Subtraction, Multiplication and Division • Fractions 	<p>White Rose</p> <ul style="list-style-type: none"> • Number- decimals, percentages, algebra • Geometry-converting units • Measurement- area, perimeter, volume 	<p>White Rose</p> <ul style="list-style-type: none"> • Geometry-properties of shape • Revision and consolidation • Preparation for KS3

	<ul style="list-style-type: none"> • Geometry-position and direction <p>*read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>*round any whole number to a required degree of accuracy</p> <p>*use negative numbers in context, and calculate intervals across zero</p> <p>*solve number and practical problems that involve all of the above.</p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>*divide numbers up to 4 digits by a two-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</p> <p>*divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>*perform mental calculations, including with mixed operations and large numbers</p> <p>*identify common factors, common multiples and prime numbers</p> <p>*use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>*solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>*solve problems involving addition, subtraction, multiplication and division</p> <p>*use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p>	<ul style="list-style-type: none"> • Ratio • Statistics <p>*associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction</p> <p>*identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>*multiply one-digit numbers with up to two decimal places 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>*recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</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>*solve problems involving similar shapes where the scale factor is known or can be found</p> <p>*solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>*use simple formulae</p> <p>*generate and describe linear number sequences</p> <p>*express missing number problems -algebra</p>	<p>*draw 2-D shapes using given dimensions and angles</p> <p>*recognise, describe and build simple 3-D shapes, including making nets</p> <p>*compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>*illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>*recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve.</p> <p>Provide contexts to link Religion and maths/ use of mathematics in cultural symbols and patterns e.g. Rangoli patterns/ Islamic geometric patterns/ Celtic patterns/Symmetry/tessellations</p>
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	<p>*compare and order fractions, including fractions > 1</p> <p>*add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>*multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>*divide proper fractions by whole numbers</p> <p>*describe positions on the full coordinate grid (all four quadrants)</p> <p>*draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Use time to make connections between numbers in the classroom to numbers in the real world and how nature and numbers are closely linked.</p> <p>Develop an open and safe learning environment in which pupils express views and are happy to make mistakes as part of the learning process</p>	<p>*find pairs of numbers that satisfy an equation with two unknowns</p> <p>*enumerate possibilities of combinations of two variables.</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 three decimal places</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 cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p>*interpret and construct pie charts and line graphs and use these to solve problems</p> <p>*calculate and interpret the mean as an average. Developing deep thinking and questioning</p> <p>- Encouraging children to explore and ask questions</p> <p>To use maths skills in relation to a part of everyday life. E.g. understanding loan repayments calculating whether the cheapest item is the best buy</p>	
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<p>Science</p>	<p>Light</p> <ul style="list-style-type: none"> ➤ 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 ➤ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>To choose what evidence to collect to investigate a question, ensuring the evidence is sufficient;</p> <p>To learn about the dangers of UV light.</p>	<p>Electricity</p> <ul style="list-style-type: none"> ➤ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ➤ 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 ➤ use recognised symbols when representing a simple circuit in a diagram. <p>To make a variety of relevant observations and measurements using simple apparatus correctly; to decide when observations and measurements need to be checked, by repeating, to give more reliable data;</p>	<p>Classification</p> <ul 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 micro-organisms, plants and animals ➤ give reasons for classifying plants and animals based on specific characteristics. <p>To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena</p> <p>Give children the chance to reflect and evaluate what they have learnt or found out from investigations.</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> ➤ 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>To suggest and evaluate explanations for these predictions using scientific knowledge and understanding;</p> <p>To develop own beliefs about the value of life and the environment and discussing issues about the mind, brain, choice, chance, destiny, etc.</p>	<p>Heart and Lungs</p> <ul style="list-style-type: none"> ➤ 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 ➤ describe the ways in which nutrients and water are transported within animals, including humans. <p>To decide how to turn ideas into a form that can be tested and, where appropriate, to make predictions using scientific knowledge and understanding;</p> <p>They learn about the effects of smoking and alcohol.</p>	
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History	<p>A local history study of the city of Coventry and the surrounding area in the Blitz.</p> <p>Place current study on a timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation. Know key dates, characters and events of the time studied. Recognise primary secondary sources. Use a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p> <p>To consider the impact of influential people. Provide classroom environments where historical figures, topics and issues can be safely discussed, reflected upon and asked about. The children are encouraged to value past achievements and the significance of the past on their own existence.</p>	N/A	<p>A study of a non-European society that provides contrasts with British history. Mayan Civilisation c.AD 900.</p> <p>Place current study on a timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact, fiction, opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. Compare beliefs and behaviours with another time period. Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>To evaluate the qualities, skills and attitudes of famous people from the past. Allow opportunity to explore the cultural values that under pinned past societies.</p>
Geography	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Map reading skills monitoring the invasion of the German army throughout Europe.</p>	<p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on Volcanoes, earthquakes, tsunamis Exploring natural disasters from around the world; how they occur? Where do they occur? Are there any benefits of natural disasters? Can we prevent them?</p> <p>Suggest questions for investigating Use primary and secondary sources of evidence in their investigations.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. Link UK to Mexico. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Where the Maya civilisation lived. Study of South America-life, civilisation, climate, physical and human features</p>

		<p>Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Provide opportunities for children to reflect on the geographical make-up of different countries, considering how these features impact on beliefs. Children are encouraged in their innate awe and wonder of the natural world.</p>	
Art	<p>Challenge: Inspired by the work of L.S. Lowry, create a picture of the Coventry Cathedral ruins.</p> <p>Drawing Lines, Marks, Tone, Form & Texture - Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.</p> <p>Painting Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create</p>	<p>Challenge: Create digital artwork showing a natural disaster in our country inspired by the artist Steve McGhee.</p> <p>Digital Media Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photo story, PowerPoint Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. U Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.)</p> <p>Pupils should be taught about great artists, architects and designers in history Evaluating Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Record final products, thoughts and evaluations on seesaw.</p>	<p>Challenge: Plan and create a sculpture of a Mayan in the style of Anthony Gormly</p> <p>3 D form Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media - covered in Yr4 &5 so pupil can choose to make sculpture from clay or wires.</p> <p>Pupils should be taught about great artists, architects and designers in history Evaluating Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.</p>

	<p>imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p> <p>Pupils should be taught about great artists, architects and designers in history Evaluating Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.</p>	<p>Stick sketchbooks into topic books to show art in the topic.</p>	
DT	<p>Challenge: Create sewn decorations for a street party.</p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities</i></p> <p>TEXTILES</p> <ul style="list-style-type: none"> • Understand pattern layout • Pin and tack fabric pieces together • Join fabrics using machine stitching (closer supervision) • Make quality products <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>	<p>Challenge: Control a model using an ICT control programme</p> <p><i>Apply their understanding of computing to program, monitor and control their products.</i></p> <p>SHEET MATERIAL</p> <ul style="list-style-type: none"> • Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate <p>CONSTRUCTION</p> <ul style="list-style-type: none"> • Cut strip wood, dowel, square section wood accurately to 1mm • Control a model using an ICT control programme • Use glue gun with close supervision <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and</i></p>	<p>Challenge: Explore the spices traditionally used in Mayan cooking before creating your own dish</p> <p><i>Use a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p> <ul style="list-style-type: none"> • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Join and combine food ingredients e.g. beating, rubbing in • Decorate appropriately • Work safely and hygienically <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</i></p>

	<p><i>Understand how key events and individuals in design and technology have helped shape the world</i></p> <ul style="list-style-type: none"> • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Make suggestions as how their design could be improved <p>Record final products and evaluations on seesaw in line with the policy.</p>		<p><i>technology have helped shape the world</i></p> <ul style="list-style-type: none"> • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Make suggestions as how their design could be improved <p>Record final products and evaluations on seesaw in line with the policy.</p>		<ul style="list-style-type: none"> • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Make suggestions as how their design could be improved <p>Record final products and evaluations on seesaw in line with the policy.</p>	
Music	<p>Classroom Jazz 2 History of music- Jazz in its context</p> <p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p>Explore my feelings by listening to a wide variety of music</p>	<p>A New Year Carol The historical context of Gospel music and Bhangra.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>To appreciate that a religious impulse has often been present in the creation of great works of music</p>	<p>I'll be there- Michael Jackson The development of Pop music and the studio.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>To experience joy, satisfaction, creativity, use of imagination in creating and performing music</p>	<p>Happy What makes us happy? Video/project with musical examples.</p> <p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p> <p>Give children opportunities to understand human feelings and emotions through evaluation and interpretation of music.</p>	<p>You've got a friend Carol King Cole Her importance as a female composer in the world of popular music.</p> <p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p> <p>Help children develop personal qualities e.g. Self-belief/ confidence, self-worth, cooperation, respect by listening and evaluating music.</p>	<p>Reflect, rewind, replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.</p> <p>Consolidate the foundations of the language of music.</p> <p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p> <p>Recognise and nurture particular gifts and talents: opportunities to perform in assemblies and chosen roles in school performances.</p>
Computing	<p>We are project managers Evaluate a CDROM page or Internet home page and recognise the features of</p>	<p>We are market researchers Create sample screens and link them in different ways</p>	<p>We are app planners Design pages and links which present the user with clear information.</p>	<p>We are interface designers</p>	<p>We are app developers Identify and enter the correct formulae into cells, modify the data,</p>	<p>We are marketers Use email to contact others to share information and ideas.</p>

	<p>good page design. To wonder at the speed and complexity of developments in ICT</p>	<p>e.g. linear, branching structures, web-like structures.</p> <p>Encourage children to use ICT responsibly, discussing the potential threats of using the internet and discussing issues that arise.</p>	<p>To explore messages and images that can have different meanings on screen;</p>	<p>Use a scanner or digital camera to create images for use in design. Create a page of sounds which are activated by appropriately named and positioned buttons. To reflect on the quality of information on the internet and how it can either isolate people or bring them together</p>	<p>make predictions of changes and check them. Copy formulae to create tables of results. Create graphs from spreadsheets. To reflect on the way using a computer can either isolate people from one another or bring people together eg Internet</p>	<p>To discuss how information arises out of a cultural context eg how the presentation of a site on the World Wide Web reflects the culture of its creators</p>
PSHE	<p>Jigsaw and Kiva Work Being me in my world Children will learn behaviour that is morally right and appropriate</p>	<p>Jigsaw and Kiva Work Celebrating Difference Children will be encouraged to respond and recognise social similarities and differences.</p>	<p>Jigsaw and Kiva Work Dreams and Goals Children will learn to strive for the best and reach their full potential in the unit, 'going for goals</p>	<p>Jigsaw and Kiva Work Healthy Me Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community.</p>	<p>Jigsaw and Kiva Work Relationships Children will learn about positive and negative social interactions during topics such as, 'getting on and falling out, relationships and say no to bullying.</p>	<p>Jigsaw and Kiva Work Changing me Children will recognise that everyone is different, and that they may have a different religion, culture, talent, learning need etc.</p>
PE	<p>Gymnastics Netball</p> <p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games Respect and celebrate differences of physical ability and including those who are limited of this.</p>	<p>Dance Quick sticks</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack Explore, improvise and combine movement ideas fluently and effectively</p>	<p>Self-defence Dodgeball</p> <p>Use these tactics and strategies more consistently in similar games Team games develop an ethos within which pupils can flourish and respect themselves and others.</p>	<p>Handball Football</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack Use these tactics and strategies more consistently in similar games</p>	<p>Athletics Tag Rugby</p> <p>Understand why exercise is good for their fitness, health and wellbeing Understand the need to prepare properly for games Competitive sports model to children the quality of relationships and the principles they wish to promote.</p>	<p>Tennis Rounders</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it Know why warming up and cooling down are important</p>

RE	<p>Christianity Creation and Science: Conflicting or complementary? UC 2b.2</p> <ul style="list-style-type: none"> • <i>interpret sacred writings, including stories, and explain their religious significance;</i> • <i>explain the influence of culture on Christian teaching and can give examples;</i> <p>Provides great opportunity for children to consider the beliefs and practices of the Christian faith and those of other faiths</p>	<p>Christianity Incarnation: Was Jesus the Messiah? UC 2b.4</p> <ul style="list-style-type: none"> • <i>Discuss, and is beginning to interpret, the symbolic significance of religious objects, actions, stories and traditions;</i> <p>Deliver an enquiry-based approach to RE by which children have opportunity to reflect on stimuli, pose questions, analyse ideas and pursue lines of enquiry. An appropriate and 'safe' environment has been cultivated for such methods in many classrooms</p>	<p>Buddhism How did Buddha teach his followers to find enlightenment?</p> <ul style="list-style-type: none"> • <i>explain why religious people behave in the way they do;</i> • <i>discuss moral questions explaining the impact of religion on the arguments;</i> <p>Value difference through RE teaching particularly those units of work that consider other belief systems</p>	<p>Christianity Salvation: What difference does the resurrection make to Christians? UC 2b.7</p> <ul style="list-style-type: none"> • <i>explain the power of faith in the lives of religious people;</i> • <i>discuss some religious practices and explain the beliefs which underpin them</i> <p>To investigate examples set by characters in religious stories</p>	<p>Buddhism How does the triple refuge help Buddhists in their journey through life?</p> <ul style="list-style-type: none"> • <i>discuss the importance of self-esteem to the individual, whether him/herself or others;</i> • <i>raise and respond to religious questions and life issues and give his/her own views sensitively, recognising the diversity of other responses;</i> <p>Encourage an understanding and respect for those who hold views different from their own</p>	<p>Christianity Kingdom of God: What kind of king is Jesus? UC 2b.8</p> <ul style="list-style-type: none"> • <i>explain the importance of the spiritual dimension and raise ultimate questions, responding to them from his/her own experience;</i> • <i>explain the impact of life experiences on the development of the individual.</i> <p>To listen to religious stories which show a variety of relationships</p>
MFL	<p>Establish existing knowledge of French and revise simple phrases. Including counting to 10,20,30, etc. Appreciate stories, songs, poems and rhymes in the language</p>	<p>Build on simple phrases to expand vocabulary and sentence construction.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Providing positive and effective links with the world of work and the wider community - learning a language = key skill/ employability.</p>	<p>Establish existing knowledge of French and revise simple phrases.</p> <p>Understand the main points and simple opinions in a spoken story, song or passage</p> <p>Giving pupils the opportunity to explore values and beliefs</p>	<p>Build on simple phrases to expand vocabulary and sentence construction.</p> <p>Present ideas and information orally to a range of audiences</p>	<p>Listen attentively to spoken language and show understanding by joining in.</p> <p>Compare attitudes towards aspects of everyday life</p> <p>Recognise and understand some of the differences between people Present information about an aspect of culture Providing pupils to participate in drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<p>Listen attentively to spoken language and show understanding by joining in.</p> <p>Understand longer and more complex phrases or sentences</p>

