

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

TOPIC: People of the world				Year Group: 6		
	1	2 Wonderful World Week	3	4	5	6
<b>English</b>	Key text: Non-fiction Spelling: ible/able	Key text: Non-fiction Spelling: ‘ough’	Key text: Oliver Twist Spelling: Near homophones (ce/se)	Key text: Oliver Twist Spelling: cious/tious	Key text: Oliver Twist Spelling: Year 5/6 Statutory word list	Key text: Oliver Twist Spelling: cial/tial
<b>Maths</b>	Shape (reflection and translation)	Shape (coordinates)	Shape (3D shapes)	Angles	Angles	Measures
<b>Science</b>	Animals including humans- circulatory system  <b>Knowledge:</b> Identify and name the main parts of the human circulatory system  <b>Skills:</b> Recording data using scientific diagrams and labels  <b>Vocabulary:</b> <u>Circulatory System</u> Circulatory Heart Blood vessels Veins Arteries Oxygenated De-oxygenated	Animals including humans- circulatory system  <b>Knowledge:</b> Identify and name the main parts of the human circulatory system and describe the functions of the heart  <b>Skills:</b> Recording data using scientific diagrams and labels  <b>Vocabulary:</b> <u>Circulatory System</u> Circulatory Heart Blood vessels Veins Arteries Oxygenated De-oxygenated	Animals including humans- circulatory system  <b>Knowledge:</b> Identify and name the main parts of the human circulatory system, and describe the functions of blood  <b>Skills:</b> Recording data using scientific diagrams and labels  <b>Vocabulary:</b> <u>Circulatory System</u> Circulatory Heart Blood vessels Veins Arteries Oxygenated De-oxygenated	Animals including humans- circulatory system  <b>Knowledge:</b> Identify and name the main parts of the human circulatory system, and describe the functions of blood vessels  <b>Skills:</b> Recording data using scientific diagrams and labels  <b>Vocabulary:</b> <u>Circulatory System</u> Circulatory Heart Blood vessels Veins Arteries Oxygenated De-oxygenated	Animals including humans- circulatory system  <b>Knowledge:</b> Describe the ways in which nutrients and water are transported within animals, including humans  <b>Skills:</b> Reporting and presenting findings in oral and written forms such as presentations  <b>Vocabulary:</b> <u>Circulatory System</u> Circulatory Heart Blood vessels Veins Arteries Oxygenated De-oxygenated	
<b>PSHE</b>	<b>Growing and changing</b> How to identify external genitalia and reproductive organs	<b>Growing and changing</b> To learn about the physical and emotional changes during puberty	<b>Growing and changing</b> The importance of personal hygiene routines	<b>Growing and changing</b> To identify the links between love, committed	<b>Growing and changing</b> How pregnancy occurs i.e. when a sperm meets an	<b>Growing and changing</b> To learn about the responsibilities of being a parent or carer and how

		<p>Key facts about the menstrual cycle and menstrual wellbeing, erections and wet Dreams</p> <p>Strategies to manage the changes during puberty including menstruation</p> <p>How to get information, help and advice about puberty</p>	<p>during puberty including washing regularly and using deodorant</p> <p>How to discuss the challenges of puberty with a trusted adult</p>	<p>relationships and conception</p> <p>What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p>	<p>egg and the fertilised egg settles into the lining of the womb</p> <p>To learn that pregnancy can be prevented with contraception<sup>2</sup></p>	<p>having a baby changes someone's life</p>
<b>Computing</b>	<p><b>Knowledge:</b> Using excel to analyse and present data.</p>	<p><b>Knowledge:</b> Using excel to analyse and present data.</p>	<p><b>Knowledge:</b> Using excel to analyse and present data.</p>	<p><b>Knowledge:</b> Using excel to analyse and present data.</p>		
<b>Geography</b>				<p><b>Knowledge:</b> <i>Locational knowledge:</i> locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><i>Human and physical geography:</i> describe and understand key aspects of physical geography, including climate zones</p> <p><b>Skills:</b> Describe and understand key aspects of: Physical geography Human geography (including trade between the UK and Europe and the rest of the world)</p> <p><b>Vocabulary:</b> Country, continent, rainforest, forest floor, emergent layer, understory, canopy, habitat</p>	<p><b>Knowledge:</b> <i>Human and physical geography:</i> describe and understand key aspects of physical geography, including climate zones</p> <p><b>Skills:</b> Describe and understand key aspects of: Physical geography Human geography (including trade between the UK and Europe and the rest of the world)</p> <p><b>Vocabulary:</b> Country, continent, rainforest, forest floor, emergent layer, understory, canopy, habitat</p>	<p><b>Knowledge:</b> <i>Place knowledge:</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p><b>Skills:</b> Compare a region in the UK with a region in North or South America with significant differences and similarities.</p> <p><b>Vocabulary:</b> Favela, slum, shanty town, poverty</p>

				<p>the UK and Europe and the rest of the world)</p> <p><b>Vocabulary:</b> Country, continent, rainforest, forest floor, emergent layer, understory, canopy, habitat</p>		
<p><b>Modern Foreign Languages</b></p>	<p><b>Skills:</b> To take part in conversations using familiar question and answers.</p> <p>To write simple statements about life in France</p> <p><b>Culture:</b> Give more detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p><b>Knowledge:</b> Refer to recent experiences or future plans, everyday activities and interests.</p> <p><b>Skills:</b> To take part in conversations using familiar question and answers.</p>	<p><b>Knowledge:</b> Vary language and produce extended responses.</p> <p><b>Skills:</b> Pronounce words showing a knowledge of sound patterns (or listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p>	<p><b>Knowledge:</b> Vary language and produce extended responses.</p> <p><b>Skills:</b> Pronounce words showing a knowledge of sound patterns (or listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p>	<p><b>Assessment:</b> Be understood with little or no difficulty</p>	
<p><b>Music</b></p>	<p><b>Knowledge:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p><b>Knowledge:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p><b>Knowledge:</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music (POS 2)</p>			

	<p>increasing accuracy, fluency, control and expression (POS 1)</p> <p><b>Skills:</b> Play (tuned and) untuned instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p> <p><b>Vocabulary:</b> Rhythmic accuracy Significant part Improvisation Combination</p>	<p>increasing accuracy, fluency, control and expression (POS 1)</p> <p><b>Skills:</b> Show an awareness of audience, venue and occasion.  Perform significant parts from memory and from notations, with an awareness of their own contribution.</p> <p>Begin to have an awareness of improvisation with the voice.</p> <p><b>Vocabulary:</b> Rhythmic accuracy Significant part Improvisation Combination</p>	<p><b>Skills:</b> Compose music for different occasions using appropriate musical devices.  Improvise melodic and rhythmic material within given structures.  Explore, select and combine a variety of different sounds to compose a soundscape.  Refine and improve their own work.</p> <p><b>Vocabulary:</b> Rhythmic accuracy Significant part Improvisation Combination</p>			
<b>Physical Education</b>	<p><b>Real PE: (Social) River Crossing/Kabadi</b></p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better</p>	<p><b>Real PE: (Social) River Crossing/Kabadi</b></p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better</p>	<p><b>Real PE: (Social) River Crossing/Kabadi</b></p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better</p>	<p><b>Real PE: (Social) River Crossing/Kabadi</b></p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better</p>	<p><b>Real PE: (Social) River Crossing/Kabadi</b></p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better</p>	<p><b>Real PE: (Social) River Crossing/Kabadi</b></p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better</p>

	<p><b>Skills:</b> Dynamic balance (on a line) and counterbalance (with a partner)</p> <p><b>Vocabulary:</b> Motivation Collaboration</p>	<p><b>Skills:</b> Dynamic balance (on a line) and counterbalance (with a partner)</p> <p><b>Vocabulary:</b> Motivation Collaboration</p>	<p><b>Skills:</b> Dynamic balance (on a line) and counterbalance (with a partner)</p> <p><b>Vocabulary:</b> Motivation Collaboration</p>	<p><b>Skills:</b> Dynamic balance (on a line) and counterbalance (with a partner)</p> <p><b>Vocabulary:</b> Motivation Collaboration</p>	<p><b>Skills:</b> Dynamic balance (on a line) and counterbalance (with a partner)</p> <p><b>Vocabulary:</b> Motivation Collaboration</p>	<p><b>Skills:</b> Dynamic balance (on a line) and counterbalance (with a partner)</p> <p><b>Vocabulary:</b> Motivation Collaboration</p>
<p><b>Religious Education</b></p>						<p><b>Hinduism Knowledge:</b> Study how Hindus worship the supreme divine reality (Brahman)</p> <p>Use images and stories to draw meaning to support understanding</p> <p>Consider the beliefs, teachings, practices and ways of life central to religion, and belief (where appropriate)</p> <p><b>Skills:</b> Suggest meaning for the various Hindu deities as symbolic representations of Brahman</p> <p>Describe, using religious vocabulary, how religious beliefs are expressed through features and practices of Hindu worship</p> <p>Draw meanings about good and evil from a</p>

						<p>Hindu story and lake links with stories they know</p> <p>Make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them</p> <p><b>Vocabulary:</b> Hinduism Brahman rituals mandir</p>
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TOPIC: People of the world				Year Group: 6		
	7	8 BOOK WEEK	9 Maths Day 12.03.2020	10	11	12
<b>English</b>	Key text: Hamlet Spelling: Proof reading	Key text: Hamlet Spelling: Homophones	Key text: Hamlet Spelling: ance/ence	Key text: Hamlet Spelling: ancy/ency	Key text: Non-fiction Spelling: Homophones	Key text: Non-fiction Spelling: Assessment
<b>Maths</b>	Measures (linked to fractions)	Time	Statistics	Statistics	Fractions	Revise and review
<b>Science</b>	<p>Healthy living</p> <p><b>Knowledge:</b> Recognise the impact of exercise and lifestyle on the way their bodies function</p> <p><b>Skills:</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with</p>	<p>Healthy living</p> <p><b>Knowledge:</b> Recognise the impact of exercise and lifestyle on the way their bodies function</p> <p><b>Skills:</b> Recording data and results of increasing complexity using tables, graphs, bar and line graphs</p> <p><b>Vocabulary:</b> <u>Healthy Living</u> Exercise</p>	<p>Healthy living</p> <p><b>Knowledge:</b> Recognise the impact of lifestyle on the way their bodies function</p> <p><b>Vocabulary:</b> <u>Healthy Living</u> Sleep Lifestyle</p>	<p>Healthy living</p> <p><b>Knowledge:</b> Recognise the impact of diet, and lifestyle on the way their bodies function</p> <p><b>Skills:</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>Vocabulary:</b> <u>Healthy Living</u> Food groups</p>	<p>Healthy living</p> <p><b>Knowledge:</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><b>Skills:</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>Vocabulary:</b> <u>Healthy Living</u> Food groups</p>	

	<p>increasing accuracy and precision, taking repeat readings when appropriate</p> <p><b>Vocabulary:</b> <i>Healthy Living</i> Exercise Pulse rate Heart beat Hygiene</p>	<p>Pulse rate Heart beat Line graph</p>		<p>Sugar content</p>	<p>Sugar content</p>	
<p><b>PSHE</b></p>	<p><b>Physical health and Mental well-being</b></p> <p>To learn that mental health is just as important as physical health and that both need looking after.</p>	<p><b>Physical health and Mental well-being</b></p> <p>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>To understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p>	<p><b>Keeping Safe</b></p> <p>To learn about the risks and effects of different drugs</p> <p>To learn about the laws relating to drugs common to everyday life and illegal drugs</p>	<p><b>Keeping Safe</b></p> <p>To recognise why people choose to use or not use drugs, including nicotine and medicines as well as illegal drugs</p>	<p><b>Keeping Safe</b></p> <p>To recognise why people choose to use or not use drugs, including alcohol as well as illegal drugs</p>	<p><b>Keeping Safe</b></p> <p>To learn about the organisations where people can get help and support concerning drug use</p> <p>How to ask for help if they have concerns about drug use</p> <p>To learn about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p>
<p><b>Art and Design</b></p>				<p><b>Knowledge:</b> To learn about great artists, architects and designers in history</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Knowledge:</b> To learn about great artists, architects and designers in history</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example,</p>	<p><b>Knowledge:</b> To learn about great artists, architects and designers in history</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example,</p>

				<p><b>Skills:</b> Create intricate patterns by simplifying and modifying sketchbook designs</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p><b>Vocabulary:</b> World Art, pop art, bold, modern, colourful</p>	<p>pencil, charcoal, paint, clay)</p> <p><b>Skills:</b> Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p><b>Vocabulary:</b> World Art, pop art, bold, modern, colourful</p>	<p>pencil, charcoal, paint, clay)</p> <p><b>Skills:</b> Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p><b>Vocabulary:</b> World Art, pop art, bold, modern, colourful</p>
<b>Computing</b>	<p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems. Use sequence, selection and repetition in programmes.</p>	<p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems. Use sequence, selection and repetition in programmes.</p>	<p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems. Use sequence, selection and repetition in programmes.</p>	<p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems. Use sequence, selection and repetition in programmes.</p>		

	<p><b>Skills</b> Independently create sequences of commands to control devices in response to sensing (e.g. use inputs as well as outputs)</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose</p>	<p><b>Skills</b> Independently create sequences of commands to control devices in response to sensing (e.g. use inputs as well as outputs)</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose</p>	<p><b>Skills</b> Independently create sequences of commands to control devices in response to sensing (e.g. use inputs as well as outputs)</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose</p> <p>Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems.</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p>	<p><b>Skills</b> Independently create sequences of commands to control devices in response to sensing (e.g. use inputs as well as outputs)</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose</p> <p>Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems.</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p>		
<b>Geography</b>	<p><b>Knowledge:</b> <i>Place knowledge:</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p><b>Skills:</b> Compare a region in the UK with a region in North or South America with</p>	<p><b>Knowledge:</b> <i>Place knowledge:</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p> <p><b>Skills:</b> Compare a region in the UK with a region in North or South America with</p>				

	<p>significant differences and similarities.</p> <p><b>Vocabulary:</b> Favela, slum, shanty town, poverty</p>	<p>significant differences and similarities.</p> <p><b>Vocabulary:</b> Favela, slum, shanty town, poverty</p>				
<b>Modern Foreign Languages</b>	<p><b>Knowledge:</b> Use a translation dictionary to work out the meaning of unfamiliar words.</p> <p><b>Skills:</b> Listen to and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p> <p>Manipulate language to create and say a sentence of their own choice using familiar language.</p>	<p><b>Knowledge:</b> Use a translation dictionary to work out the meaning of unfamiliar words.</p> <p><b>Skills:</b> Listen to and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p> <p>Manipulate language to create and say a sentence of their own choice using familiar language.</p>	<p><b>Knowledge:</b> Read and understand the main points and opinions in written texts, including present, past or future events.</p> <p><b>Skills:</b> Engage in a short conversation using familiar questions and express opinions.</p> <p>Manipulate language to create and say a sentence of their own choice using familiar language.</p>	<p><b>Knowledge:</b> Read and understand the main points and opinions in written texts, including present, past or future events.</p> <p><b>Skills:</b> Engage in a short conversation using familiar questions and express opinions.</p>	<p><b>Knowledge:</b> Show confidence in reading aloud.</p> <p><b>Skills:</b> Read the text of familiar rhymes and identify patterns of language and sound to spelling.</p>	<p><b>Knowledge:</b> Show confidence in reading aloud.</p> <p><b>Skills:</b> Read the text of familiar rhymes and identify patterns of language and sound to spelling.</p>
<b>Physical Education</b>	<p><b>Real PE: (Physical)</b> Jumpball Jump, Roll, Balance</p> <p><b>Knowledge:</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform</p>	<p><b>Real PE: (Physical)</b> Jumpball Jump, Roll, Balance</p> <p><b>Knowledge:</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform</p>	<p><b>Real PE: (Physical)</b> Jumpball Jump, Roll, Balance</p> <p><b>Knowledge:</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform</p>	<p><b>Real PE: (Physical)</b> Jumpball Jump, Roll, Balance</p> <p><b>Knowledge:</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform</p>	<p><b>Real PE: (Physical)</b> Jumpball Jump, Roll, Balance</p> <p><b>Knowledge:</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform</p>	<p><b>Real PE: (Physical)</b> Jumpball Jump, Roll, Balance</p> <p><b>Knowledge:</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform</p>

	<p>a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Skills:</b> Dynamic balance to agility (jumping and landing) and Static balance (one leg)</p> <p><b>Vocabulary:</b> Combination of skills Accuracy of skills Competitive/Competition Technique (of a skill)</p> <p><b>Real Gym: (Social)</b> Hand &amp; low apparatus Rhythmic &amp; bench sequences</p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>	<p>a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Skills:</b> Dynamic balance to agility (jumping and landing) and Static balance (one leg)</p> <p><b>Vocabulary:</b> Combination of skills Accuracy of skills Competitive/Competition Technique (of a skill)</p> <p><b>Real Gym: (Social)</b> Hand &amp; low apparatus Rhythmic &amp; bench sequences</p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>	<p>a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Skills:</b> Dynamic balance to agility (jumping and landing) and Static balance (one leg)</p> <p><b>Vocabulary:</b> Combination of skills Accuracy of skills Competitive/Competition Technique (of a skill)</p> <p><b>Real Gym: (Social)</b> Hand &amp; low apparatus Rhythmic &amp; bench sequences</p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>	<p>a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Skills:</b> Dynamic balance to agility (jumping and landing) and Static balance (one leg)</p> <p><b>Vocabulary:</b> Combination of skills Accuracy of skills Competitive/Competition Technique (of a skill)</p> <p><b>Real Gym: (Social)</b> Hand &amp; low apparatus Rhythmic &amp; bench sequences</p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>	<p>a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Skills:</b> Dynamic balance to agility (jumping and landing) and Static balance (one leg)</p> <p><b>Vocabulary:</b> Combination of skills Accuracy of skills Competitive/Competition Technique (of a skill)</p> <p><b>Real Gym: (Social)</b> Hand &amp; low apparatus Rhythmic &amp; bench sequences</p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>	<p>a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Skills:</b> Dynamic balance to agility (jumping and landing) and Static balance (one leg)</p> <p><b>Vocabulary:</b> Combination of skills Accuracy of skills Competitive/Competition Technique (of a skill)</p> <p><b>Real Gym: (Social)</b> Hand &amp; low apparatus Rhythmic &amp; bench sequences</p> <p><b>Knowledge:</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>
<b>Religious Education</b>						<p><b>Did Jesus have to die? Knowledge:</b> Investigate the reasons why Christians believe Jesus died – and what Jesus himself said about it</p> <p>Draw on learning across the key stage and explore key concepts of ‘sacrifice’</p>

						<p>and 'atonement for Christians</p> <p><b>Skills:</b> Make links between Jesus' death and the things that he taught or what Christians believe</p> <p>Select information from their learning / the Bible that helps to answer the question 'Did Jesus have to die?'</p> <p>Apply their ideas and reflections on the concept of sacrifice, atonement, or reconciliation to their own and others' lives</p> <p>Contribute to discussions and develop arguments about the concepts explored</p> <p><b>Vocabulary:</b> Atonement sacrifice reconciliation sin</p>
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