

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

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

TOPIC: ‘A trip down memory lane’				Year Group: 6		
	1	2	3	4	5	6
<b>English</b>	<b>Key text:</b> Hamlet	<b>Key text:</b> Hamlet	<b>Key text:</b> Hamlet	<b>Key text:</b> Hamlet	<b>Key text:</b> Non-fiction (non chronological report) (World’s most extreme continued)	<b>Key text:</b> Non-fiction (discussion) (World’s most extreme continued)
<b>Reading</b>	Harry Potter (fiction)	Harry Potter (fiction)	Harry Potter (fiction)	Harry Potter (fiction)	Harry Potter/Magic (non-fiction)	Harry Potter/Magic (non-fiction)
<b>Spelling</b>	-sion	-ssion	-ous	-cious	-tial	- statutory word list
<b>Maths</b>	Graphs Rounding	Graphs Negative numbers	Addition and subtraction word problems	Pie Charts Short/long multiplication Multiplication word problems	Mean Short division Division word problems	Roman Numerals Ratio and proportion
<b>Science</b>	<p><b>Living Things: Knowledge:</b> To explore the classification of animals and recognise the main groups of vertebrates.</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.</p> <p>To give reasons for classifying animals based on specific characteristics.</p> <p><b>Skills:</b> To record data and results of increasing complexity using scientific diagrams and labels and classification keys.</p> <p><b>Vocabulary</b> Classification</p>	<p><b>Life Cycles: Knowledge:</b> To identify the four main stages of the bird life cycle and the features of each stage.</p> <p><b>Skills:</b> To report and present findings from enquiries, in oral and written forms such as displays and other presentations</p> <p><b>Vocabulary</b> Baby Infant Young Gestation Growth Development</p>	<p><b>Life Cycles: Knowledge:</b> To explain what a mammal is and describe its lifecycle.</p> <p>To describe the differences in the life cycles of a mammal and a bird</p> <p><b>Skills:</b> To report and present findings from enquiries, in oral and written forms such as displays and other presentations</p> <p><b>Vocabulary</b> Baby Infant Young Gestation Growth Development</p>	<p><b>Electricity: Knowledge:</b> To use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Skills</b> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>Vocabulary</b> Circuit Cell B buzzers Switches Series Volts</p>	<p><b>Electricity: Knowledge:</b> To use a switch in a simple circuit, show it in a diagram and describe how it works.</p> <p>To 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><b>Skills</b> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p><b>Electricity: Knowledge:</b> To 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>To design a circuit to make a doorbell ring and represent the circuit using the correct symbols.</p> <p><b>Skills</b> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>Vocabulary</b> Circuit</p>

	Vertebrates Invertebrates Micro-organisms Amphibians Reptiles Mammals		Adolescent		<b>Vocabulary</b> Circuit Cell Buzzers Switches Series Volts	Cell Buzzers Switches Series Volts
<b>PSHE</b>	<b>Transition:</b> To learn about the transition to secondary school and how this may affect their feelings	<b>Transition:</b> To learn about the transition to secondary school and how this may affect their feelings	<b>Transition:</b> To learn about how relationships may change as they grow up or move to secondary school	<b>Transition:</b> To recognise some of the changes as they grow up e.g. increasing independence  To learn about what being more independent might be like, including how it may feel	<b>Transition:</b> To share practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school	<b>Transition:</b> To share practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
<b>Art and Design</b>					<b>William Morris</b> (linked to memory book)  <b>Knowledge:</b> To learn about great artists, architects and designers in history  To create sketch books to record their observations and use them to review and revisit ideas  <b>Skills:</b> Select ideas based on first hand observations, experience or imagination and develop these through open ended research  Follow a design brief to achieve an effect for a particular function  <b>Vocab:</b>	<b>William Morris</b> (linked to memory book)  <b>Knowledge:</b> To learn about great artists, architects and designers in history  To create sketch books to record their observations and use them to review and revisit ideas  <b>Skills:</b> Follow a design brief to achieve an effect for a particular function  Produce intricate patterns and textures in a malleable media  Create intricate patterns by simplifying and

					Patterns, designer, structure, presentation, perform	modifying sketchbook designs  <b>Vocab:</b> Patterns, designer, structure, presentation, perform
<b>Computing</b>	<p><b>Coding – Introduction to coding</b></p> <p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems.</p> <p>Use sequence, selection and repetition in programmes.</p> <p><b>Skills:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Vocabulary:</b> Action, Alert, Algorithm, Bug, Code Design, Command, Control, Debug/Debugging, Event, Function, Get Input, If, If/Else, Input, Output, Object, Repeat, Sequence, Selection, Timer, Variable</p>	<p><b>Coding – Scratch</b></p> <p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems.</p> <p>Use sequence, selection and repetition in programmes.</p> <p><b>Skills:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Vocabulary:</b> Action, Alert, Algorithm, Bug, Code Design, Command, Control, Debug/Debugging, Event, Function, Get Input, If, If/Else, Input, Output,</p>	<p><b>Coding – Animating a scene</b></p> <p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems.</p> <p>Use sequence, selection and repetition in programmes.</p> <p><b>Skills:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Vocabulary:</b> Action, Alert, Algorithm, Bug, Code Design, Command, Control, Debug/Debugging, Event, Function, Get Input, If,</p>	<p><b>Coding – Animating a scene</b></p> <p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems.</p> <p>Use sequence, selection and repetition in programmes.</p> <p><b>Skills:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Vocabulary:</b> Action, Alert, Algorithm, Bug, Code Design, Command, Control, Debug/Debugging, Event, Function, Get Input, If,</p>	<p><b>Coding – Animating a scene</b></p> <p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems.</p> <p>Use sequence, selection and repetition in programmes.</p> <p><b>Skills:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Vocabulary:</b> Action, Alert, Algorithm, Bug, Code Design, Command, Control, Debug/Debugging, Event, Function, Get Input, If,</p>	<p><b>Coding – Animating a scene</b></p> <p><b>Knowledge:</b> Use logical reasoning to explain how simple algorithms work including controlling or simulating systems.</p> <p>Use sequence, selection and repetition in programmes.</p> <p><b>Skills:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Vocabulary:</b> Action, Alert, Algorithm, Bug, Code Design, Command, Control, Debug/Debugging, Event, Function, Get</p>

		Object, Repeat, Sequence, Selection, Timer, Variable	If/Else, Input, Output, Object, Repeat, Sequence, Selection, Timer, Variable	If/Else, Input, Output, Object, Repeat, Sequence, Selection, Timer, Variable	If/Else, Input, Output, Object, Repeat, Sequence, Selection, Timer, Variable	Input, If, If/Else, Input, Output, Object, Repeat, Sequence, Selection, Timer, Variable
<b>Geography/ History</b>	<p><b>World's most extreme</b></p> <p><b>Knowledge</b> Human and physical geography related to volcanoes.</p> <p><b>Skills</b> Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Understand why some people live near a volcano.</p> <p><b>Vocabulary</b> Volcano, earthquake, tectonics, continent, plate boundary</p>	<p><b>World's most extreme</b></p> <p><b>Knowledge</b> Human and physical geography related to volcanoes.</p> <p><b>Skills</b> Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Understand why some people live near a volcano.</p> <p><b>Vocabulary</b> Volcano, earthquake, tectonics, continent, plate boundary</p>	<p><b>World's most extreme</b></p> <p><b>Knowledge</b> Human and physical geography related to volcanoes.</p> <p><b>Skills</b> Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Understand why some people live near a volcano.</p> <p><b>Vocabulary</b> Volcano, earthquake, tectonics, continent, plate boundary</p>	<p><b>World's most extreme</b></p> <p><b>Knowledge</b> Human and physical geography related to volcanoes.</p> <p><b>Skills</b> Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Understand why some people live near a volcano.</p> <p><b>Vocabulary</b> Volcano, earthquake, tectonics, continent, plate boundary</p>		
<b>Physical Education</b>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid Dodgeball</p> <p><b>Knowledge:</b> Select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p> <p>Plan and follow their basic fitness programme.</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid Dodgeball</p> <p><b>Knowledge:</b> Select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid Dodgeball</p> <p><b>Knowledge:</b> Select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid Dodgeball</p> <p><b>Knowledge:</b> Select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid Dodgeball</p> <p><b>Knowledge:</b> Select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p> <p>Plan and follow their basic fitness programme.</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid Dodgeball</p> <p><b>Knowledge:</b> Select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p>

	<p><b>Skills:</b> Skills: Static balance (stance) and Co-ordination (footwork)</p> <p><b>Key Vocabulary:</b> Physically Active Beats Per Minute (BPM) Lactic acid Active lifestyle</p>	<p>Plan and follow their basic fitness programme.</p> <p><b>Skills:</b> Skills: Static balance (stance) and Co-ordination (footwork)</p> <p><b>Key Vocabulary:</b> Physically Active Beats Per Minute (BPM) Lactic acid Active lifestyle</p>	<p>Plan and follow their basic fitness programme.</p> <p><b>Skills:</b> Skills: Static balance (stance) and Co-ordination (footwork)</p> <p><b>Key Vocabulary:</b> Physically Active Beats Per Minute (BPM) Lactic acid Active lifestyle</p>	<p>Plan and follow their basic fitness programme.</p> <p><b>Skills:</b> Skills: Static balance (stance) and Co-ordination (footwork)</p> <p><b>Key Vocabulary:</b> Physically Active Beats Per Minute (BPM) Lactic acid Active lifestyle</p>	<p><b>Skills:</b> Skills: Static balance (stance) and Co-ordination (footwork)</p> <p><b>Key Vocabulary:</b> Physically Active Beats Per Minute (BPM) Lactic acid Active lifestyle</p>	<p>Plan and follow their basic fitness programme.</p> <p><b>Skills:</b> Skills: Static balance (stance) and Co-ordination (footwork)</p> <p><b>Key Vocabulary:</b> Physically Active Beats Per Minute (BPM) Lactic acid Active lifestyle</p>
<b>Religious Education</b>						<p><b>Buddhism</b> – what is the Buddhist way of life? (<i>RE day</i>)</p> <p><b>Knowledge:</b> Introduce pupils to the principal beliefs and practices of Buddhism.</p> <p>Recognise diversity, learning about similarities &amp; differences both within and between religions &amp; beliefs, and the importance of dialogue between them</p> <p>Consider their own beliefs and values and those of others in the light of their learning in religious education</p> <p><b>Skills:</b> Gather, select &amp; organise ideas about Buddhism</p>

						<p>Consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life</p> <p>Connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals</p> <p>Explain how Buddhism compares with other religions that they have studied using relevant sources and evidence</p> <p><b>Vocab:</b> Eightfold Path Prince Siddattha Nirvana meditation</p>
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TOPIC: 'A trip down memory lane'				Year Group: 6		
	7	8	9	10	11	12
<b>English</b>	<b>Key text:</b> Highwayman	<b>Key text:</b> Highwayman	<b>Key text:</b> Memory books (autobiography)	<b>Key text:</b> Memory books (interview/biography)	<b>Key text:</b> Memory books	<b>Key text:</b> Memory books
<b>Reading</b>	Texts linked to STEM week	Reading assessment	Street Child	Street Child	Street Child	Topic linked texts
<b>Spelling</b>	-ible/able	-ancy/ency	-double r when stressed	-l before e	-gue/que	-Stat. word list
<b>Maths</b>	Co-ordinates Measures	Co-ordinates Measures	Measuring Angles Angles	Fraction decimals and percentages	Circles Algebra	Investigations
<b>Science</b>	<b>Forces:</b> <b>Skills:</b>	<b>Light:</b> <b>Knowledge</b>	<b>Light:</b> <b>Knowledge</b>	<b>Light:</b> <b>Knowledge</b>	<b>Light:</b> <b>Knowledge</b>	<b>Light:</b> <b>Knowledge</b>

	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>Vocabulary</b> Air resistance Friction Gravity Water resistance Newton Gravity Pulley</p> <p><b>Skills vocabulary</b> Variables</p>	<p>To recognise that light appears to travel in straight lines</p> <p>To 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><b>Vocabulary</b> Reflect Refract Spectrum Rainbow Shadow</p>	<p>To 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><b>Skills</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>Vocabulary</b> Reflect Refract Spectrum Rainbow Shadow</p>	<p>To 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><b>Skills:</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p><b>Vocabulary</b> Reflect Refract Spectrum Rainbow Shadow</p>	<p>To describe how a mirror reflects an image of an object</p> <p><b>Skills:</b> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p><b>Vocabulary</b> Reflect Refract Spectrum Rainbow Shadow</p>	<p>To 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</p> <p><b>Skills:</b> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p><b>Vocabulary</b> Reflect Refract Spectrum Rainbow Shadow</p>
PSHE	<p><b>Growing and changing</b> How to identify external genitalia and reproductive organs</p>	<p><b>Growing and changing</b> To learn about the physical and emotional changes during puberty Key facts about the menstrual cycle and menstrual wellbeing, erections and wet Dreams  Strategies to manage the changes during puberty including menstruation</p>	<p><b>Growing and changing</b> The importance of personal hygiene routines during puberty including washing regularly and using deodorant  How to discuss the challenges of puberty with a trusted adult</p>	<p><b>Growing and changing</b> To identify the links between love, committed relationships and conception  What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p>	<p><b>Growing and changing</b> How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb  To learn that pregnancy can be prevented with contraception<sup>2</sup></p>	<p><b>Growing and changing</b> To learn about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>

		How to get information, help and advice about puberty				
<b>Art and Design</b>	<p><b>William Morris</b> (linked to memory book)</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, pencil, charcoal, paint, clay)</p> <p><b>Skills:</b> Follow a design brief to achieve an effect for a particular function</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Create intricate patterns by simplifying and modifying sketchbook designs</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p><b>Vocab:</b></p>	<p><b>William Morris</b> (linked to memory book)</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, pencil, charcoal, paint, clay)</p> <p><b>Skills:</b> Follow a design brief to achieve an effect for a particular function</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Create intricate patterns by simplifying and modifying sketchbook designs</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p><b>Vocab:</b></p>				



	Patterns, designer, structure, presentation, perform	Patterns, designer, structure, presentation, perform				
<b>Design &amp; Technology</b>	Activity linked to STEM week ( <i>DT day</i> )					
<b>Computing</b>	<b>Memory books –</b> All about me	<b>Memory books –</b> Simply the best	<b>Memory books –</b> Friendships	<b>Memory books –</b> Magic moments	<b>Memory books –</b> Putting together /illustrating	<b>Memory books –</b> Putting together /illustrating
<b>Music</b>			<p><b>History of music –</b> Music from the Renaissance and Baroque periods</p> <p><b>Knowledge:</b> Listen with attention to detail and recall sounds with increasing aural memory (POS 3)</p> <p>Develop an understanding of the history of music (POS 6 - Music from the Renaissance and Baroque periods)</p> <p><b>Skills:</b> * Notice and explore musical devices. * Notice and explore how music reflect time, place and culture. * Analyse and compare musical features. * Notice how venue, occasion and purpose affect the way music is created, performed and heard.</p> <p><b>Vocab:</b> Analyse Melodic phrase</p>	<p><b>History of music –</b> Music from the Renaissance and Baroque periods</p> <p><b>Knowledge:</b> Listen with attention to detail and recall sounds with increasing aural memory (POS 3)</p> <p>Develop an understanding of the history of music (POS 6 - Music from the Renaissance and Baroque periods)</p> <p><b>Skills:</b> * Notice and explore musical devices. * Notice and explore how music reflect time, place and culture. * Analyse and compare musical features. * Notice how venue, occasion and purpose affect the way music is created, performed and heard.</p> <p><b>Vocab:</b> Analyse Melodic phrase</p>	Show/Leavers assembly/end of year performance	Show/Leavers assembly/end of year performance

<b>Physical Education</b>	<p><b>Real P.E (Personal)</b> Throlf Scatterball</p> <p><b>PoS</b> See all new challenges as opportunities to learn and develop.</p> <p>Recognise my strengths and weaknesses and can set appropriate targets.</p> <p>Create their own learning plan and revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p><b>Skills:</b> Co-ordination (sending and receiving) Agility (ball chasing)</p> <p><b>Key Vocabulary:</b> Strengths Weaknesses Adaptation</p>	<p><b>Real P.E (Personal)</b> Throlf Scatterball</p> <p><b>PoS</b> See all new challenges as opportunities to learn and develop.</p> <p>Recognise my strengths and weaknesses and can set appropriate targets.</p> <p>Create their own learning plan and revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p><b>Skills:</b> Co-ordination (sending and receiving) Agility (ball chasing)</p> <p><b>Key Vocabulary:</b> Strengths Weaknesses Adaptation</p>	<p><b>Real P.E (Personal)</b> Throlf Scatterball</p> <p><b>PoS</b> See all new challenges as opportunities to learn and develop.</p> <p>Recognise my strengths and weaknesses and can set appropriate targets.</p> <p>Create their own learning plan and revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p><b>Skills:</b> Co-ordination (sending and receiving) Agility (ball chasing)</p> <p><b>Key Vocabulary:</b> Strengths Weaknesses Adaptation</p>	<p><b>Real P.E (Personal)</b> Throlf Scatterball</p> <p><b>PoS</b> See all new challenges as opportunities to learn and develop.</p> <p>Recognise my strengths and weaknesses and can set appropriate targets.</p> <p>Create their own learning plan and revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p><b>Skills:</b> Co-ordination (sending and receiving) Agility (ball chasing)</p> <p><b>Key Vocabulary:</b> Strengths Weaknesses Adaptation</p>	<p><b>Real P.E (Personal)</b> Throlf Scatterball</p> <p><b>PoS</b> See all new challenges as opportunities to learn and develop.</p> <p>Recognise my strengths and weaknesses and can set appropriate targets.</p> <p>Create their own learning plan and revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p><b>Skills:</b> Co-ordination (sending and receiving) Agility (ball chasing)</p> <p><b>Key Vocabulary:</b> Strengths Weaknesses Adaptation</p>	<p><b>Real P.E (Personal)</b> Throlf Scatterball</p> <p><b>PoS</b> See all new challenges as opportunities to learn and develop.</p> <p>Recognise my strengths and weaknesses and can set appropriate targets.</p> <p>Create their own learning plan and revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p><b>Skills:</b> Co-ordination (sending and receiving) Agility (ball chasing)</p> <p><b>Key Vocabulary:</b> Strengths Weaknesses Adaptation</p>
<b>Religious Education</b>						<p><b>Christianity</b> - How can churches help us to understand Christian belief? (<i>RE day</i>)</p> <p><b>Knowledge:</b> To explore aspects of the sacraments of communion and baptism in two different Christian denominations</p>

						<p>To study what the similarities and differences show about Christian beliefs (a basic understanding of both communion and Baptism is needed to access this unit)</p> <p>To communicate their ideas, recognising other people's viewpoints</p> <p><b>Skills:</b> Understand what communion and baptism are</p> <p>Gather, select and organise ideas about communion or baptism across two denominations</p> <p>Comment on the connections between beliefs and practices for different denominations</p> <p><b>Vocab:</b> Baptism communion denomination unique</p>
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