



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

2019 - 2020

YEAR 5 LONG TERM PLAN

YEAR	AUTUMN	SPRING	SUMMER
ENGLISH	<p>Narrative Myths and Legends</p> <p>Recount Based on school visit</p> <p>Explanation How Ancient Greece has influenced modern society</p> <p>Poetry- Free verse linked to raps</p>	<p>Narrative Suspense and Mystery</p> <p>Reports Information Leaflets</p> <p>Journalistic Writing A news report on Mayan life</p> <p>Poetry – Personal response to poetry</p>	<p>Narrative Fiction linked to our literary classic (Kensuke's Kingdom by Michael Murpurgo)</p> <p>Persuasion Would you leave your life behind and sail around the world for a year?</p> <p>Discussion Ethical issues e.g. whale fishing in Japan</p> <p>Poetry- Cinquain inspired by Haiku</p>
MATHEMATICS	Year 5 White Rose Curriculum	Year 5 White Rose Curriculum	Year 5 White Rose Curriculum
SCIENCE	<p>Animals including Humans</p> <p>Sc5/2.2a Describe the changes as humans develop to old age</p> <p>Properties and changing materials</p> <p>Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p>Earth and Space</p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's</p>	<p>States of matter</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>

	<p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Living things and their habitats</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>
ART & DESIGN	<p>Observational drawing and clay</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Mayan sculptures</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Japanese water colours and study Hokusai</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>
COMPUTING	<p>Coding linked to designing a labyrinth game</p>	<p>Internet safety leading upto to E safety day (11.02.20.)</p> <p>Co2/1.7 use technology safely.</p>	<p>Raspberry Pi</p>

	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
DESIGN & TECHNOLOGY	<p>Making flat breads</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Mayan sculptures</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Design a shelter to survive on an island</p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>
GEOGRAPHY	<p>Greece</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>		<p>Japan</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>

			<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
HISTORY	<p>Ancient Greece</p> <p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>The Mayans</p> <p>Hi2/2.5 Non-European Study</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	
MUSIC	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Garage Band</p>	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and</p>

	<p>increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Learning songs for Christmas performances</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>		<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Whitley Bay Playhouse singing practise</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>
PHYSICAL EDUCATION	<p>Dance Ancient Greek war dance</p> <p>Netball</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Tag Rugby</p> <p>Gymnastics – compose and perform a routine to music</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Olympics 2020</p> <p>Cricket</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
RELIGIOUS EDUCATION	<p>Why is Muhammad important to Muslims? <i>A Revealing Life</i></p>	<p>Beliefs in our community <i>Our local area</i></p>	<p>Buddhism <i>Who was Buddha?</i></p>

	<p>His Historical Impact The Qur'an: A daily Inspiration Influential People</p>	<p>My Community Inspirational Figures Understanding others Challenges</p>	<p>Beliefs: The Path to Enlightenment Karma and reincarnation Temples and Shrines Ways of Worship</p>
	The Nativity Story	The Easter story	
MFL	<p>French</p> <p>L2/1.1 Listening & Comprehension</p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL2/1.2 Speaking</p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p>	<p>French</p> <p>L2/1.1 Listening & Comprehension</p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL2/1.2 Speaking</p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p>	<p>French</p> <p>L2/1.1 Listening & Comprehension</p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL2/1.2 Speaking</p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p>FL2/1.3 Reading & Comprehension</p>

	<p>FL2/1.3 Reading & Comprehension</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL2/1.4 Writing</p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>FL2/1.3 Reading & Comprehension</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL2/1.4 Writing</p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL2/1.4 Writing</p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
WOW experiences	<p>The History Bloke workshop (£230 whole day in school experience)</p> <p>http://www.thathistorybloke.co.uk/ancient-</p>	<p>Great North Museum</p> <p>Mission to Mars workshop and Planetarium visit</p>	<p>Oriental Museum in Durham:</p> <p>National Museum of Japanese History</p>

	greek-workshop		
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YEAR 6	AUTUMN I	AUTUMN II	SPRING I	SPRING II	SUMMER I	SUMMER II
ENGLISH	Novel: There's a Boy in the Girl's Bathroom Reciprocal reading Poetry- War Poetry – Wilfred Owen Diary entries Narrative writing – short stories Report writing Biographical writing Grammar focus linked to writing types		Novel: Skellig Picture book: How to live Forever Reciprocal reading Narrative writing: creating settings, characterisation and creating atmosphere. Read, write and perform free verse: The Highwayman Persuasive writing Debates including balanced arguments		Novel: Journey to Joburg – writing project based around the story. Monologues Shakespeare: Macbeth a study of the story Reciprocal reading Grammar focus linked to writing types	
MATHEMATICS	Number: Place value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction		Number: Decimals Number: Percentages Number: Algebra Measurement: Converting units Measurement: Perimeter, Area, Volume Number: Ratio		Geometry: Properties of Shape Statistics Problem Solving Investigations	
SCIENCE	Living things and their habitats <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 Light		Electricity <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 		Animals including humans <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 	

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	<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 	representing a simple circuit in a diagram	<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
ART & DESIGN	<p>WW1- Henry Moore silhouette pictures and water colour art-poppies. Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use "harmonious colours" and "contrasting colours".</p>	<p>Street Art- Graffiti- improving public places, satirical statements, designing stencils, making stencil art – Study of Banksy Continuously refer back to artists, architects and designers in history for inspiration or comparison. Sculpture linked to historic art and architecture As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic</p>	<p>Design your own fashion: Leavers' T Shirts Reference to famous fashion designers Continuously refer back to artists, architects and designers in history for inspiration or comparison. Use a variety of techniques to create form and texture i.e. shading and perspective.</p>

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		language.	
COMPUTING	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Spheros - Collecting Data and representing it in various ways.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Creating a website.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Animation - creating a trailer for a piece of writing or book they've read.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Raspberry Pi - Programming</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Green Screen linked to topic</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
DESIGN & TECHNOLOGY	<p>Product design: Trainer/sports footwear</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Use prototypes, cross-sectional 	<p>Electricals and electronics:</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components with increasing confidence. 	<p>Food: Healthy savoury dishes in one pan.</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from recipe. • Create and refine recipes, including ingredients, methods, cooking times and



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	diagrams and computer aided designs to represent designs.		temperatures.
GEOGRAPHY	Linking with local History, map how land use has changed in local area over time.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	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.
HISTORY	Remembrance Day – WW1 and the impact on the local community.	The Indus Valley A non-European society that provides contrasts with British history Holocaust Memorial Day	The Indus Valley A non-European society that provides contrasts with British history
MUSIC	Write a song as a whole class with a simple melody using VCVCC format. Produce a jingle for a sports wear advert. Christmas Nativity – learn to perform songs in solo and ensemble contexts etc. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Charranga – I'll be there, Happy, you've got a friend Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Physical learning of a tuned instrument (Music teacher) use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Learn songs to perform solo/group in front of a large audience. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
PHYSICAL	Striking and Fielding/Invasion Games	Gymnastics	Striking and fielding



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EDUCATION	<p>Dance</p> <p>Invasion Games</p> <p>Refer to PE progression document for skills and objectives</p>	<p>Net and Wall games</p> <p>Fitness</p> <p>Refer to PE progression document for skills and objectives</p>	<p>Athletics</p> <p>OAA</p> <p>Refer to PE progression document for skills and objectives</p>
RELIGIOUS EDUCATION	<p>Hindu Stories</p> <p>Learning Objectives:</p> <p>To be able to refer to religious figures and holy books such as the Purana and Ramyana to explain morals.</p> <p>To be able to identify religious symbolism in stories from the Purana and Ramlyana.</p> <p>To be able to discuss and give opinions on stories in the Purana and Ramyana involving moral dilemmas.</p> <p>To be able to explain how beliefs about right and wrong regarding underserved suffering affect people's behaviour.</p> <p>Skills</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p>	<p>People inspired by God</p> <p>Learning Objectives:</p> <p>To be able to explain some of the generous religious practices of both clerics and individuals.</p> <p>To be able to explain how beliefs about right and wrong affect people's behaviour and actions such as those by Desmond Tutu.</p> <p>To understand that personal experiences and feelings from helping others can influence attitudes and actions.</p> <p>To be able to describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Skills</p> <p>Explain some of the religious practices of both clerics and individuals.</p> <p>Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Describe how some of the values held by communities or individuals affect</p>	<p>Life as a Christian</p> <p>Learning Objectives:</p> <p>To be able to explain how Christians follow the 10 commandments and Beatitudes as part of their religious practice.</p> <p>To be able to refer to religious figures and holy books to explain the arrest, trial and crucifixion of Jesus.</p> <p>To be able to give some reasons why Jesus may have acted as they did during his arrest, trial and crucifixion.</p> <p>To discuss and give opinions on the four different narratives of Jesus' arrest and trial and the moral dilemmas that were involved.</p> <p>To debate questions that have no universally agreed answers such as 'Why did Jesus die?'</p> <p>Skills</p> <p>Present the key teachings and beliefs of a religion.</p> <p>Refer to religious figures and holy books to explain answers.</p> <p>Explain some of the religious practices of both clerics and individuals.</p> <p>Give some reasons why religious figures may</p>



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		behaviour and actions.	have acted as they did. Discuss and give opinions on stories involving moral dilemmas. Ask questions that have no universally agreed answers.
French	<p>J'habite</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □ speak in sentences, using familiar vocabulary, phrases and basic language structures □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding 	<p>Un Pays Francophone</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □ speak in sentences, using familiar vocabulary, phrases and basic language structures □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding 	<p>La Normandie</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □ speak in sentences, using familiar vocabulary, phrases and basic language structures □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes



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2019 - 2020

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	<p>of words, phrases and simple writing</p> <ul style="list-style-type: none"> □ appreciate stories, songs, poems and rhymes in the language □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally* and in writing 	<p>of words, phrases and simple writing</p> <ul style="list-style-type: none"> □ appreciate stories, songs, poems and rhymes in the language □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally* and in writing 	<p>in the language</p> <ul style="list-style-type: none"> □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally* and in writing
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