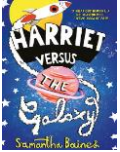

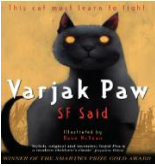





Autumn	Spring	Summer
 <p>Charles Darwin: On the Origin of Species by Sabina Radeva</p>  <p>Harriet versus the Galaxy by Samantha Baines</p>	 <p>Varjak Paw by S.F. Said</p>  <p>Jabberwocky and Other Nonsense: Collected Poems by Lewis Carroll</p>	 <p>Stig of the Dump by Clive King</p>  <p>I, Cosmo by Carlie Sorosiak</p>
<p>Non-chronological report texts Write own report text about an imaginary planet Organise paragraphs around a theme Use organisational devices such as subheadings Maintain an impersonal style, using technical vocabulary Vary sentence structures and starters (i.e. use of front adverbials)</p>	<p>Persuasion texts Write a persuasive letter Order points and form a paragraph around each, ensuring the argument flows Ensure a clear introduction and conclusion Use persuasive devices such as dare to disagree words (Surely...) Use more complicated rhetorical questions</p>	<p>Narrative text Retell a narrative from a different perspective Well organised paragraphs Variation in sentences structures using fronted adverbials and some use of embedded clauses Maintain accurate use of tense Use speech punctuation to indicate direct speech</p>
<p>Narrative writing Plan and tell a story from a different point of view Well organised paragraphs Variation in sentences structures using fronted adverbials and some use of embedded clauses Maintain accurate use of tense Use speech punctuation to indicate direct speech</p>	<p>Adventure stories Write own adventure story based around Varjak Paw Plan and write an adventure story organised into a clear structure Use figurative language to build atmosphere Create links between sentences and paragraphs Vary sentence lengths and structures Use speech punctuation to indicate direct speech</p>	<p>Instruction text Write own instruction text Include an equipment list Include friendly tips and suggestions to heighten reader engagement Vary sentence structures and use adverbials</p>
<p>Biography writing Write a biography about Charles Darwin Organise paragraphs around key events Use embedded and relative clauses to add more information Use apostrophes correctly to show possession Use of pronouns across sentences to aid cohesion and avoid repetition Use of fronted adverbials to start sentences, i.e. Later in his life,</p>	<p>Newspaper reports Write a newspaper style recount based on events in Varjak Paw Ensure all paragraphs are organised correctly Maintain an impersonal style Use a variety of sentence openers Use fronted adverbials and trial using embedded clauses to add extra information Use speech marks to indicate direct speech</p>	<p>Discussion text Write own discussion text Organise paragraphs around key ideas Present both points of view objectively Use more formal language appropriately Use key connectives to move the text forward i.e. Furthermore, Additionally</p>
<p>Narrative writing based around 'Bear and the Hare' video Write a story with a Christmas setting Sequence events clearly using paragraphs Use descriptive devices such as fronted adverbials and expanded noun phrases to evoke the setting Use speech punctuation correctly.</p>	<p>Poetry: Vocabulary building Write own nonsense poem and rant poem Experiment with vocabulary, looking for powerful and ambitious alternatives Perform a rant poem, ensuring they vary the tone of voice, as needed</p>	<p>Picture books Plan and write a complete short story aimed at a younger audience Organise story into key sections: opening, build up, climax, resolution and ending Use speech punctuation and apostrophes correctly Expand noun phrases and use fronted adverbials</p>



Spelling and Handwriting

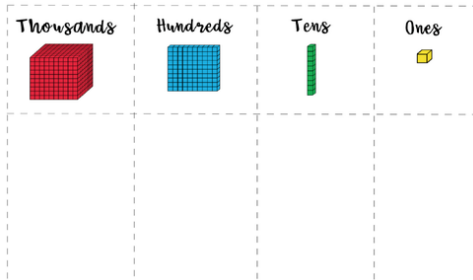
Year 4

Autumn	Spring	Summer
<p>Handwriting</p> <p>Applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.</p>		
<p style="text-align: center;">Spelling</p> <p>Revise possessive apostrophe (singular nouns)</p> <p>Revise words spelt ei, eigh and ey (i.e. they, weight, sleigh)</p> <p>Revise words which use the ou spelling (i.e. touch, double)</p> <p>Revise the /sh/ sound spelt as ch (i.e. brochure, parachute)</p> <p>Words with the ending –sure (i.e. treasure, measure, pleasure)</p> <p>Learn prefixes im-, in-, il- and ir-</p> <p>Add suffixes beginning with vowel letters to words with more than one syllable</p> <p>Learn prefixes anti- and inter-</p> <p>Homophones and near homophones</p> <p>Year 3 and 4 statutory word list</p>	<p style="text-align: center;">Spelling</p> <p>Learn the /g/ sound spelt gu and gue (i.e. tongue, league, fatigue)</p> <p>Learn the /k/ sound spelt que (i.e. technique, antique, mosque)</p> <p>Words with the ending –ture (i.e. adventure, creature, nature)</p> <p>Words with the endings –tion, -sion, -ssion and –cian</p> <p>Words with the ending –ation</p> <p>Possessive apostrophe with plural words (i.e. girls’, boys’)</p> <p>Homophones and near homophones</p> <p>Year 3 and 4 statutory word list</p>	<p style="text-align: center;">Spelling</p> <p>Revise apostrophes for possession</p> <p>Revise Year 3 and 4 prefixes</p> <p>Revise adding the ‘ly’ suffix</p> <p>Revise the endings –tion, -sion, -ssion and –cian</p> <p>Words with the /s/ sound spelt sc</p> <p>Adding the suffix –ous (i.e. tremendous, jealous)</p> <p>Homophones and near homophones</p> <p>Year 3 and 4 statutory word list</p>

Autumn

PLACE VALUE

Represent and partition numbers to 10,000
Flexible partitioning of numbers to 10,000
Find 1, 10, 100, 1,000 more or less
Estimate, compare and order numbers to 10,000
Roman numerals
Round to the nearest 10/100/1000



ADDITION AND SUBTRACTION

Add and subtract 1s, 10s, 100s and 1,000s
Add and subtract up to two 4-digit numbers – no exchange
Add and subtract two 4-digit numbers with more than one exchange
Estimate answers and checking strategies

$$\begin{array}{r}
 3 4 2 5 6 \\
 - 1 2 3 8 2 \\
 \hline
 2 1 8 7 4
 \end{array}$$

MULTIPLICATION AND DIVISION

Multiples of 3
Multiply and divide by 6 and 9
11 times-table and division facts
12 times-table and division facts
Multiply by 1 and 0
Divide a number by 1 and itself
Multiply three numbers

Spring

MULTIPLICATION AND DIVISION

Factor pairs
Multiply and divide by 10/100
Informal written methods for multiplication
Multiply a 2-digit number by a 1-digit number
Multiply a 3-digit number by a 1-digit number
Divide a 2-digit number by a 1-digit number
Divide a 3-digit number by a 1-digit number
Efficient multiplication

LENGTH AND PERIMETER

Measure in kilometres and metres
Equivalent lengths (kilometres and metres)
Perimeter on a grid
Perimeter of rectilinear shapes
Find missing lengths in rectilinear shapes
Perimeter of regular polygons



FRACTIONS

Understand the whole and count beyond 1
Partition a mixed number
Number lines with mixed numbers
Compare and order mixed numbers
Understand improper fractions
Convert mixed numbers to improper fractions
Convert improper fractions to mixed numbers
Equivalent fractions on a number line
Equivalent fraction families
Add and subtract two or more fractions and mixed numbers

DECIMALS

Tenths and hundredths as fractions and decimals
Tenths and hundredths on a place value chart and numberline
Divide a 1-digit and 2-digit number by 10/100

Summer

DECIMALS

Make a whole with tenths and hundredths
Partition decimals
Compare and order decimals
Round to the nearest whole number
Halves and quarters as decimals

MONEY

Write money using decimals
Convert between pounds and pence
Compare and estimate amounts of money
Solve problems with money

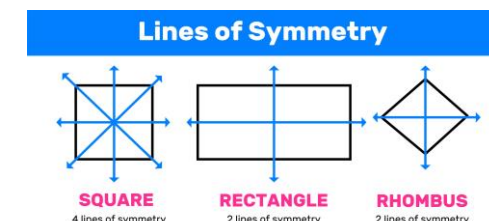
TIME

Years, months, weeks and days
Hours, minutes and seconds
Convert between analogue and digital times
Convert to and from the 24-hour clock



SHAPE

Understand angles as turns
Identify angles, compare and order angles
Triangles, polygons and quadrilaterals
Lines of symmetry



STATISTICS

Interpret charts
Comparison, sum and difference
Draw and interpret line graphs

Autumn

Living Things and Their Habitats

I can recognise that living things can be grouped in a variety of ways.

I can group and classify living things by identifying their key features

I can group and classify plants in the environment.

I can use group living things using a branching database.

I can identify and explain what a habitat is.

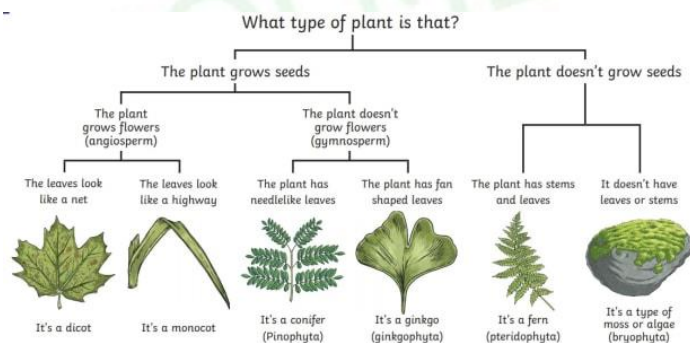
I can carry out an investigation to observe preferred habitats

STEM Project

I can explain what makes a test fair.

I can carry out a fair test to find out which pillar shape is the strongest.

I can make predictions based on experimental knowledge.



Spring

Sound

I can explain how sound travels.

I can explain how sound travels.

I can describe how sound travels through different mediums.

I can explain the different pattern of pitch.

I can explain how we hear sounds.

I can design and make ear protectors that insulate sound.

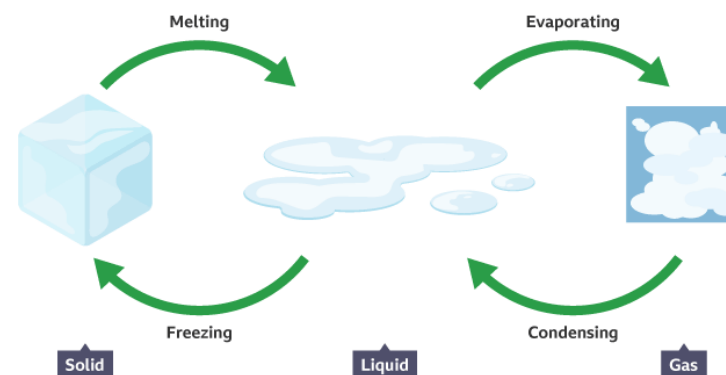
States of Matter

I can describe the difference between solids, Liquids and gases.

I can describe the difference between solids, liquids and gases.

I can describe how materials change state.

I can explain condensation and evaporation.



Summer

Animals Including Humans

I can identify different types of Teeth.

I can explain how teeth can be kept healthy.

I can compare the teeth of different animals.

I can name and explain the organs in the digestive system.

I can use my understanding of producers, predators and prey to answer questions about the impact of changes to a food chain.

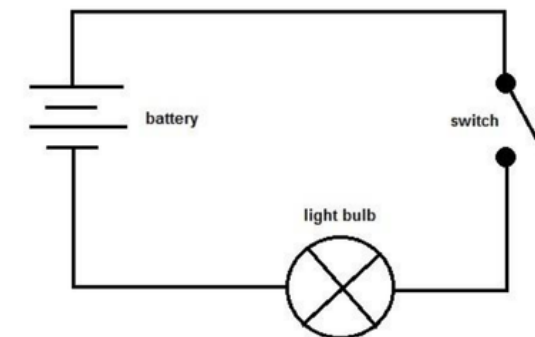
Electricity

I can identify common appliances that run on electricity.

I understand how to make an electrical circuit.

I can make and test a switch.

I can investigate materials and understand the term conductor and insulator.



Autumn

Project: Sketch a pottery design

I can analyse and discuss Greek symbolism and imagery in pottery and distinguish between red-figure pottery and black-figure pottery.

I can experiment with different pottery shapes and symbolic images in pencil.

I can create various repeating 2D patterns to enhance a Greek vase.

I can design my own Greek-inspired pottery vase in pencil.



Project: Create a clay thumb pot.

Recalling the significance of the imagery on Greek pottery, I can experiment with different pottery shapes in clay.

I can create a Greek-inspired thumb pot in clay.

I can evaluate my experience and skills.



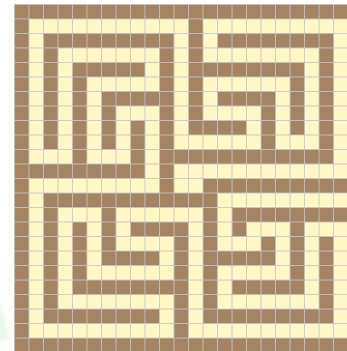
Spring

Project: Create a mosaic using digital media

I can analyse and discuss Roman mosaics, sketching common features.

I can experiment with pixels to replicate mosaic tiles using digital media.

I can create a pixelated Roman-inspired mosaic using digital media.



Project: Create a mosaic

I can plan and design a Roman-inspired mosaic including analogous colours.

I can set the tiles of a Roman-inspired mosaic

I can cement my mosaic and evaluate my experience and skills.



Summer

Project: Sketch Anglo-Saxon inspired buildings

I can analyse Anglo-Saxon architecture and learn about how Anglo-Saxon buildings were constructed.

I can practice sketching using different pressure to create contrast.

I can sketch my own Anglo-Saxon-inspired building.

Project: Replicate a watercolour painting of the sea

I can learn about Turner, Graham, and Löwstädt-Chadwick and analyse their paintings of the sea.

I can experiment with watercolour techniques including wet-on-wet, wet-on-dry, flat wash, graded wash, and dry brush, reviewing how to mix primary, secondary, and tertiary colours using watercolour.

I can replicate a watercolour piece of the sea.

I can finish my painting and evaluate my experience and skills.



Autumn

Computer Networks – The Internet

I can describe how networks physically connect to other networks.

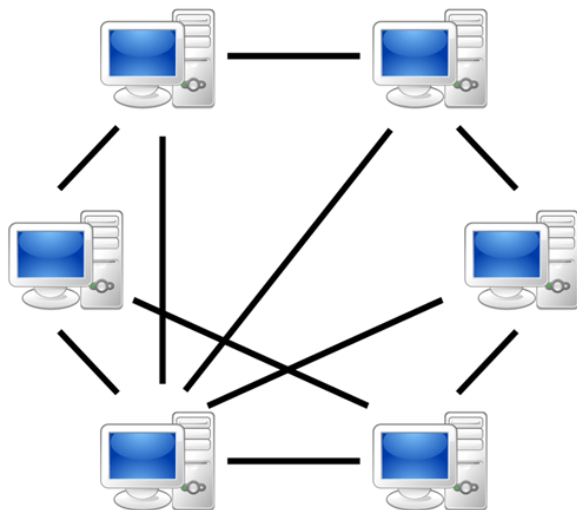
I can recognise how networked devices make up the internet.

I can outline how websites can be shared via the World Wide Web.

I can describe how content can be added and accessed on the World Wide Web.

I can recognise how the content of the WWW is created by people.

I can evaluate the consequences of unreliable content.



Spring

Programming – Interactive Pet

I can decompose more complex algorithms.

I can use selection and repetition in programming.

I can create and use custom variables.

I can make sprites interact with each other.

I can debug and improve programs.



Summer

Creating Media – Photo Editing

I can explain that digital images can be changed.

I can change the composition of an image.

I can describe how images can be changed for different uses.

I can make good choices when selecting different tools.

I can recognise that not all images are real.

I can evaluate how changes can improve an image.



Autumn

Shell Structures and Materials

Project: Design and build a cooler box

Designing

Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user.

Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas.

Making

Plan the order of the main stages of making. Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble.

Explain their choice of materials.

Use computer-generated finishing techniques suitable for the product they are creating.

Evaluating

Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used.

Test and evaluate their own products against design criteria.



Spring

Mechanical Systems – Levers and linkages

Project: Design and build a storybook

Designing

Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.

Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

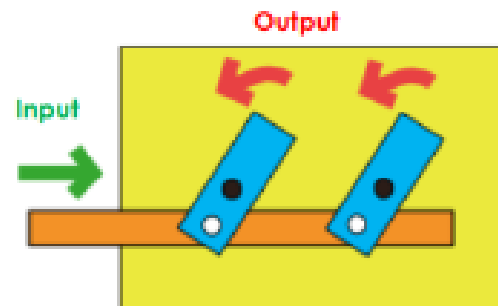
Order the main stages of making.

Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques.

Evaluating

Investigate and analyse books and, where available, other products with lever and linkage mechanisms.

Evaluate their own products and ideas against criteria and user needs, as they design and make.



Summer

Textiles

Project: Design and create a beach bag

Designing

Generate realistic ideas and design criteria through discussion.

Produce annotated sketches, prototypes, final product sketches and pattern pieces.

Making

Plan the main stages of making.

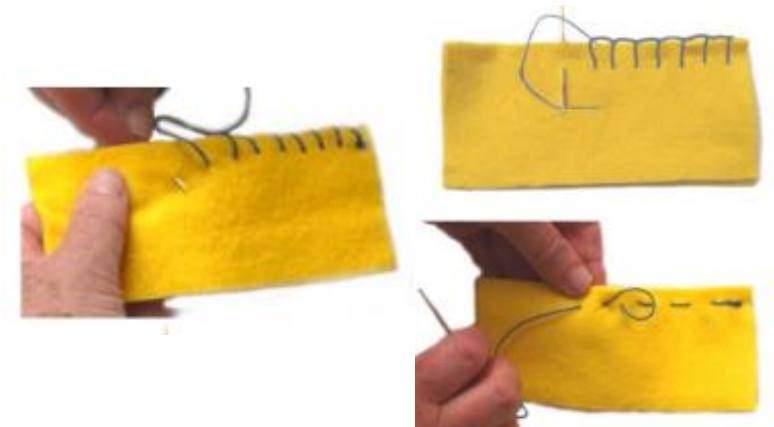
Select and use a range of appropriate tools with some accuracy e.g. cutting, pinning and sewing.

Select fabrics and fastenings according to their functional characteristics.

Evaluating

Investigate a range of 3-D textile products relevant to the project.

Test their product against the original design criteria and with the intended user.





History and Geography

Year 4

Autumn

It's All Greek to Me History

I can explain who Alexander the Great was and his impact and legacy on Ancient Greece.

I can explain the influence of the original Olympics on modern culture.

I can explain the impact that the Ancient Greeks had on democracy and how this is used today.

I can explain why the teachings of Ancient Greek philosophers (Socrates, Plato and Aristotle) are still discussed today.

I can compare life as an Athenian and Spartan.

Geography

I can locate Greece on a map of the World.

I can locate 3 of Greece's neighbouring countries on a map of Europe (Macedonia, Bulgaria and Turkey).

I can name and label the capital city of Greece.

I can identify some of the human and physical features of a region in Greece.

I can compare these human and physical features of a region in Greece with those of London and Holmer Green.



Spring

Roaming Romans History

I can retell the myth of Romulus and Remus.

I can explain who Julius Caesar was and describe his failed invasion of Britain in 55AD.

I can identify why the Romans wanted to invade Britain.

I can describe the tactics used by the Roman army and why they were so successful.

I can recount the successful invasion of Britain by Claudius.

I can explain why Boudicca went to battle against the Romans.

I can recount the events leading up to and including the Battle of Watling Street.

I can identify three changes the Romans made to Britain (roads, religion and the calendar).

I can reason why the Romans left Britain and the Roman empire collapsed.

Geography

I can locate Italy on a map of the World and Europe and locate 3 of Italy's neighbouring countries.

I can label 4 main cities or towns on a map of the UK (York, Colchester, St Albans and Dover).

I can research and compare the topography of two UK city areas (York and Colchester).

I can explain the types of roads on a modern day road atlas.

I can label 3 main roads the Romans built on a map of the UK (The Fosse Way, Stane, Street).

Summer

History: The Settlers

I can explain why the Angles, Saxons and the Jutes invaded Britain.

I can explain where the Angles, Saxons and Jutes originated from and invaded.

I can describe who the Scots were and why they invaded.

I can compare life as an Anglo-Saxon and modern-day life.

I can describe the impact on Britain of King Alfred the Great.

Geography: Beside the Sea

I can label the seas around the UK.

I can say and label 4 coastal counties in England (West Sussex, Kent, Lancashire and Dorset).

I can locate popular coasts in the UK and label them on a map (Dorset Jurassic Coastline, White Cliffs of Dover, Blackpool Coastline, West Wittering).

I can explain how a coast is formed through erosion and deposition.

I can identify the physical features of a coast (caves, bays and headlands).

I can consider ways in which the coast has changed over time (e.g. erosion).

I can identify ways to limit coastal erosion.

I can plan and complete a beach fieldwork trip, creating a basic fieldwork sketch of a coastal flood defence.

Autumn

Colours

I can recognise some colours.
I can name some colours
I can ask what colour something is.
I can recognise colours to describe eye colour.
I can recognise words to describe my height.
I can describe my height and eye colour.

Vocabulary

rouge, vert, bleu, jaune, violet, blanc, noir, orange, rose, les yeux bleus, verts, marron, noisette, petite, petit, grand, grande

Questions:

C'est de quelle couleur?
Tu es comment?



Spring

Clothing

I can recognise some items of clothing.
I can name some items of clothing.
I can ask what is it?
I can name some items of clothing.
I can ask what someone is wearing
I describe what I am wearing

Vocabulary une robe, un pantalon, un pull, un tee-shirt, une chemise, une jupe un jean, des chaussures, des chaussettes, un chapeau

Questions:

Qu'est-ce que c'est?
Qu'est-ce que tu portes?



Summer

Food/likes and dislikes

I can recognise some words to describe my likes and dislikes.
I can say if I like or dislike something.
I can recognise words to describe some food.
I can say what food I like and dislike.
I can name some fruit and vegetables.
I can ask what someone is eating and say what I am eating

Vocabulary: j'aime, je n'aime pas, oui, non, les biscuits, le chocolat, le tennis, la musique, une glace, un gateau, des chips, des petits pois, un chou, un poisson, les pommes, les fraises, les carottes, les bananes, les poires, les pommes de terre, les cerises, les raisins, un sandwich, des frites, du chocolat, de la pizza, du poulet, des spaghettis, du fromage, du riz

Questions:

Tu aimes?
Qu'est-ce que c'est?
Qu'est-ce que tu manges?



Autumn

Listening/Singing

I can compare western classical tradition and film songs.

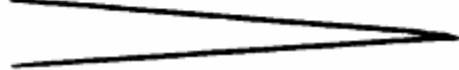
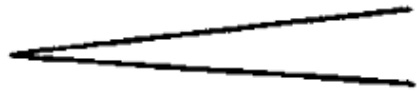
I can compare popular music from different genres.

I can perform as part of an ensemble within my phase for the Christmas concert

I can sing in unison.

I can follow directions for crescendo and decrescendo.

I can sing rounds. ('Our Dustbin' and 'Hear the Wind' for Harmony)



Spring

Instrumental Performance - Recorder

I can hold the recorder correctly and label the parts.

I play a B on the recorder.

I can play an A on the recorder.

I can play a G on the recorder.

I can play a C on the recorder

I can play a piece of music on the recorder with a variety of notes in a small group.

Reading Notation minims, crotchets, paired quavers and rests.

Follow and perform simple rhythmic scores to a steady beat.



Summer

Composition/Listening

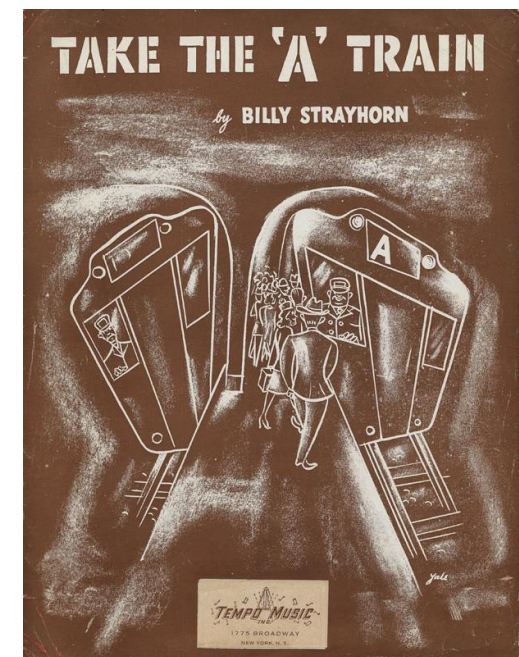
I can compose a piece of music in a group.

I can edit and improve our group composition.

I can perform a piece of music as a group.

I can compare different musical tradition pieces.

Model Music Curriculum Case Study - *Take the 'A' Train by Billy Strayhorn*





PE

Year 4

Autumn

Netball

I can revise the 3 different types of passes.
I can revise the footwork rule relating to pivoting.
I can revise dodging technique and how to mark correctly.
I can receive the ball on the move and stop effectively.
I can defend a player and intercept a pass.
I can flick my wrist and shoot effectively towards a target.
I can use space effectively in a game situation.

Tag Rugby

I can practise evading an opponent, with and without a ball.
I can practise tagging an opponent and returning the tag when required.
I can run with a ball and pass to a team mate successfully.
I can learn how to use the space on a rugby pitch.
I can use footwork to score a try
I can use the skills and techniques learnt in a game situation.

Dance

I can begin to improvise independently to create a simple dance.
I can begin to improvise with a partner to create a simple dance.
I can translate ideas from stimuli into movement with support.
I can compare and adapt movements and motifs to create a larger sequence.
I can use simple dance vocabulary to compare and improve work.

Spring

Fitness

I can understand why it is important to warm up and cool down using pulse rates.
I can understand how to pace myself during activities and how to build stamina.
I can take part in activities that test my agility and speed.
I can use correct technique to complete activities as part of a circuit.
I can use correct technique to try and improve my scores from the previous week.

Hockey

I can change direction of travel by rotating and turning stick to support this.
I can use a push pass to make a direct pass.
I can begin to use a slap pass.
I can use speed to dribble the ball into space.
I can maintain defence and keep the pressure until possession is gained.
I can attempt to score inside a designated scoring area.

Gymnastics

I can choose actions, body shapes and balances from a wider range of themes and ideas.
I understand the need for warming up and working on body strength, tone and flexibility.
I can perform at least 3 different rolls (shoulder, forward, back) with some control.
I can link a roll with travel and balance using floor and apparatus with good body control.
I can adapt their performance to the demands of a task, using their knowledge.
I can lead small groups in warm-up activities.
I can create, practise and refine longer, more complex sequences including 6 actions for a performance, including changes in level, direction and speed.

Summer

Athletics

I understand basic techniques for running.
I understand the importance of pacing and speed judgment when running a race.
I can change speed and direction whilst running depending on the distance of race.
I can replicate a sprinting technique with a changeover element to the race.
I can accurately replicate the general technique for a throwing event using javelin and discus.
I can explore the different ways of jumping and hopping, including standing and with a run up.
I understand the how the use of arms and speed can help in jumping for distance.

Cricket

I understand the rules of cricket and use them fairly.
I can throw the ball accurately with control and consistency when fielding.
I can catch the ball consistently when fielding.
I can bowl overarm with accuracy and consistency.
I can hold the bat correctly and bat with accuracy.
I can use skills with coordination and control in a game format, using good communication with others.

Basketball

I can use both hands to dribble the ball on the move.
I can use a chest pass and lob/overhead pass.
I can begin to use a bounce pass.
I can continue to use the BEEF principle when shooting and ensure to generate power from legs and not shoulder and arms.

Tennis

I can control a ball on my racquet when moving.
I can throw and catch a ball with both hands.
I can show an understanding of basic racquet skills, including forehand and backhand.

Autumn

Respectful relationships including Online

Skills developed:

Explain why you feel some emotions.

Identify what I like about myself.

Decide which behaviours are positive and negative online.

The Knowledge obtained:

I can name different emotions and explain why I might be feeling them.

I can identify all of the things that I like about myself.

I can explain why racism and inequality hurt feelings.

I can understand the importance of personal boundaries and the right to privacy.

I can consider my online behaviours and identify whether they are positive or negative.

I can explain why there is no such thing as a boy's or girl's job.



Caring friendships - Families and people who care for me.

Skills developed:

Listen to others.

Show respect to people.

How to make and solidify friendships.

The Knowledge obtained:

I can explain the difference between a positive and a negative friendship.

I can name the different types of bullying.

I can explain what to do if I see or am part of bullying.

I can explain how to manage the ups and downs of a friendship.

I can explain the differences between different families.

I can tell the difference between a good and dangerous secret.



Spring

Physical and Mental health and fitness Healthy eating Mental wellbeing.

Skills developed and knowledge obtained:

I can explain a range of emotions. (label pictures of emotions, physical health and how it makes them feel).

I can understand how to cope with my emotions.

I can understand what makes a 'balanced lifestyle' online.

I can identify simple self care techniques.

I can identify what anti social behaviour is and how it can affect people.

I can identify what anti social behaviour is and how it can affect people inc. online (intimidation and discrimination).



Changing adolescent bodies Caring friendships

Skills developed:

I can be a good friend and have healthy friendships

I know how to spot risks online

I know what to do if I am put in a risky situation

The Knowledge obtained:

I can identify how we change over time.

I can identify the difference between males and females before puberty.

I can understand what makes a positive, healthy friendship.

I can identify the difference between acceptable and unacceptable physical contact.

I can identify how to manage risks in familiar settings.

I can identify why you should not talk to unknown people online.

Summer

Internet safety and harms

Skills developed and knowledge obtained:

I can explain that information can spread quickly online even when sent privately.

I can identify what online bullying looks like.

I can explain how hard it is to remove something from the internet once it is in there.

I can identify real and fake information.

I can create rules for the time that I spend online.

I can stick to a budget.



Drugs, alcohol and tobacco Health prevention

Basic first aid

Skills developed and knowledge obtained:

I can identify hygiene routines that can help prevent the spread of bacteria and viruses.

I know how to keep myself safe.

I can identify what to do in an emergency.

I know who to contact in an emergency.

I can give First Aid to somebody who is not breathing.

I can understand that drugs are common in every day life and some are harmful.



Autumn

Festivals

Enquiry question: What do our celebrations show about what we think is important in life?

Pupil experience:

I can explore the things that I celebrate, why I celebrate them and how I celebrate them, reflecting on how celebrations show what is important in our lives and why we celebrate with other people and not just on our own.

Religious/worldwide context:

I can identify and investigate the Christian festival of Christmas (including advent) including why and how it is celebrated.

I can identify and investigate the Hindu festival of Diwali including why and how it is celebrated.

I can identify and investigate the Jewish festival of Hanukkah including why and how it is celebrated.

I can identify and investigate the Muslim festival of Eid al-Fitr (including Ramadan) including why and how it is celebrated.

Universal human experience:

I can identify some similarities and differences between different secular and religious celebrations and reflect on what people think is really important in life from their celebrations.



Spring

Worship

Enquiry question: How and why do people worship?

Pupil experience:

I can identify what if the most important to me in my life (things, people, ideas, feelings, beliefs), exploring how I express my feelings about what I think is important in my life.

Religious/worldwide context:

I can identify and explain the ritual of Eucharist for Christians and why it is important to them.

I can identify and explain Salah in Islam and why it is important to them.

I can identify and explain the ritual of arti in Hinduism and why it is important to them.

I can describe how these forms of worship show different beliefs about God, humans and the world and explore what people gain from worshiping on their own (private worship – e.g. du'a in Islam) compared to worship with other people (in the home or place of worship).

Universal human experience:

I can reflect on how worship influences mine and others' lives and on what is most important in my life and how this might influence how we live.



Summer

Symbolism

Enquiry question: How do religions express their beliefs about God?

Pupil experience:

I can explain the difference between a symbol and a sign and identify which symbols are important to me.

Religious/worldwide context:

I can investigate how Christians express their beliefs about God through art and symbols.

I can investigate how Muslims express their beliefs about Allah through art and symbols.

I can investigate how Hindus express their beliefs about God through art and symbols.

I can investigate how Sikhs express their beliefs about God through art and symbols.

Universal human experience:

I can compare symbols that are common across many religions such as water, stars, the Aum and reflect on how symbols and language express deep ideas and beliefs.

