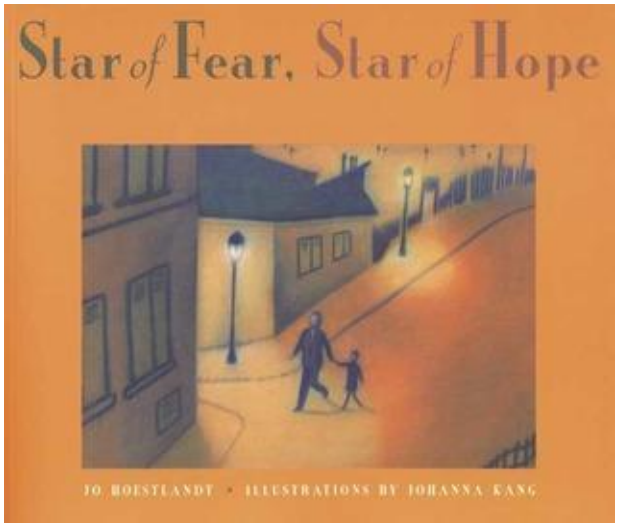
WOODLANDS PRIMARY SCHOOL

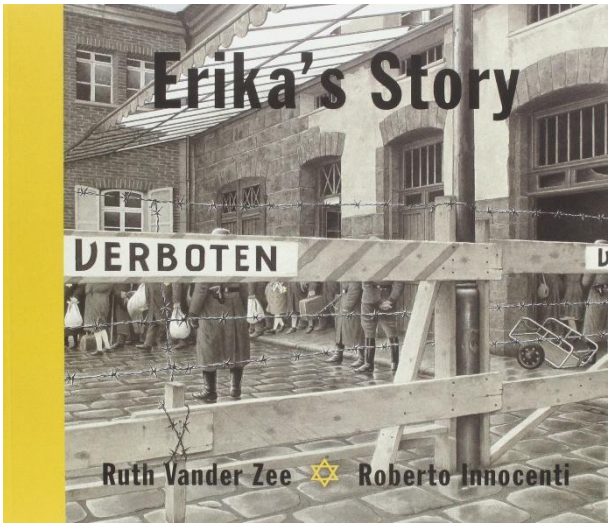
Year 5

Autumn 1 Curriculum

Ready · Respectful · Safe

English Mastery Targets





My mastery targets for this term are:

- Describe settings, characters and atmosphere using expanded noun phrases
- Use a range of conjunctions to build cohesion
- Use fronted adverbials for time, place and manner, punctuated correctly, to build cohesion
- Use inverted commas and other punctuation to punctuate direct speech

The text types I will explore are:

Diary Entry - *A personal, informal recount of an event written in the first person. It shows thoughts and feelings, often includes time adverbials and may use brief speech or inner voice to show emotion.*

Narrative with Flashback - *A story that includes a shift in time to show an important past event. Often used to build emotion or explain a character's actions.*

Vocabulary I will use this term…

Year 5/6 Words:

Conflict and WW2	Communication and Expression	Thinking, Feeling, Describing	Everyday and Challenging Vocabulary
aggressive desperate occupy soldier sacrifice prejudice	communicate sincerely recognise accompany opportunity	immediately frequently necessary symbol	profession neighbour restaurant queue variety

Key words I may use:

Jew
Jewish
invaded
authority
conflict
dispute
timidly
keyhole
apartment
Nazi occupation
Holocaust

MATHS - PLACE VALUE

What new **knowledge** will I learn?

- I will read, write, order and compare numbers up to 1,000,000 and determine the value of each digit.
- I will count forwards and backwards in powers of 10 up to 1,000,000.
- I will use place value charts to represent numbers up to one million.
- I will partition numbers into standard and non-standard forms.
- I will round numbers within 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- I will interpret and use Roman numerals up to 1,000.
- I will place numbers accurately on number lines up to 1,000,000.
- I will identify patterns and relationships between digits in different columns.

What **mathematical sentences** will I use?

- "The value of the ___ in ___ is ___."
- "The column before/after the ___ column is the ___ column."
- "___ is equal to ___ thousands, ___ hundreds, ___ tens and ___ ones."
- "___ is greater/less than ___ because ___."
- "The first place value column I need to look at is ___."
- "The previous multiple of ___ is ___. The next multiple of ___ is ___. ___ rounded to the nearest ___ is ___."
- "I noticed that ___."
- "Ten ___ can be exchanged for one ___."
- "I know ___ is greater than ___ because ___."

What **vocabulary** will I use?

place value, digit, numeral, numeral system, Roman numerals, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, partition, standard partition, non-standard partition, regroup, exchange, counter, placeholder, ascending, descending, order, compare, greater than (>), less than (<), equal to (=), rounding, multiple, power of 10, number line, value, estimate, sequence

Compare and order numbers:

equals	greater than	less than
26 + 38 = 8 × 8	23 873 > 8256	901 198 < 1 091 098
Both calculations have the value 64.	The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.	The number on the right has 1 million and the number on the left has 0 millions.

smallest | 898 | 6735 | 6835 | 7019 | 9002 | 11 235 | greatest

Negative numbers:

Counting in powers of 10:

Counting in 10s

365	375	385	395	405	415

The tens increase until 9 tens becomes one more hundred and 0 tens.

Counting in 100s

2841	2941	3041	3141	3241	3341

The hundreds increase until 9 hundreds becomes one more thousand and 0 hundreds.

Counting in 10 000s

276 109	286 109	296 109	306 109

The ten thousands increase until 9 ten thousands become one more hundred thousand and 0 ten thousands.

Counting in 100 000s

2 972 151	3 072 151	3 172 151	3 272 151

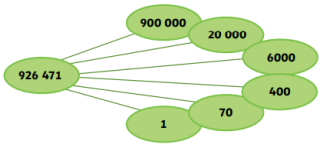
The hundred thousands increase until 9 hundred thousands becomes one more million and 0 hundred thousands.

Numbers to one million:

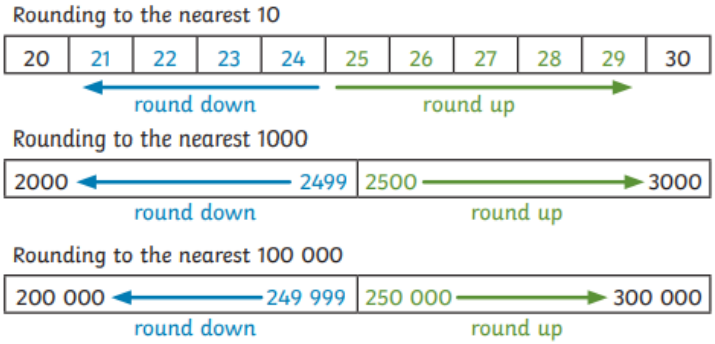
926 471

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
9	2	6	4	7	1

nine hundred and twenty-six thousand, four hundred and seventy-one



Rounding:



MATHS – ADDITION AND SUBTRACTION

What new **knowledge** will I learn?

- I will use mental strategies to add and subtract numbers, including using number bonds, partitioning, and adjusting.
- I will add whole numbers with more than four digits using formal written methods.
- I will subtract whole numbers with more than four digits using formal written methods.
- I will round numbers to estimate and check answers.
- I will use inverse operations to check answers and to solve missing number problems.
- I will solve multi-step addition and subtraction problems and decide which operations to use.
- I will compare different calculations and explain how answers change.
- I will find missing numbers in equations using my understanding of number relationships.

What **mathematical sentences** will I use?

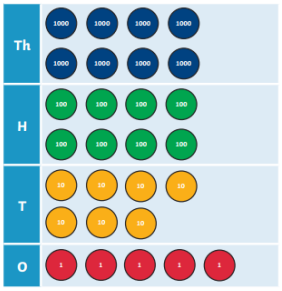
- "The sum of ___ ones and ___ ones is ___ ones, so the sum of ___ thousands and ___ thousands is ___ thousands."
- "In column addition, we start from the place value column that has the ___ value."
- "In column subtraction, we start from the place value column that has the ___ value."
- "The inverse of ___ is ___, so I can check my answer."
- "If I add/subtract ___ to/from one of the numbers, the answer will change by ___."
- "___ has been added/subtracted to/from the first number, so ___ must be added/subtracted to/from the second number to keep the total/difference the same."
- "I know ___ because ___."

What **vocabulary** will I use?

addition, subtraction, sum, total, difference, inverse, estimate, rounding, approximate, operation, strategy, partition, exchange, regroup, column method, formal method, written method, mental method, multi-step, calculation, comparison, equal to, greater than, less than, missing number, number bonds, adjust, compensation

Addition

Place Value Grid: 3274 + 5601 = 8875

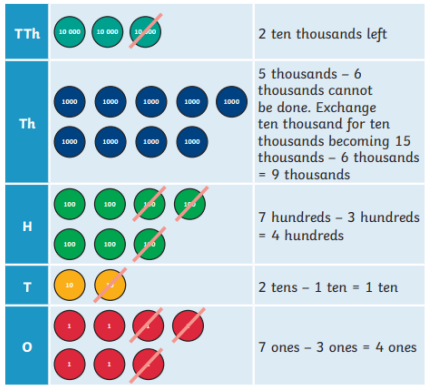


Column Method

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands and/or as required.

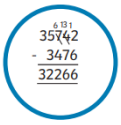
Subtraction

Place Value Grid: 35 727 – 6313 = 29 414



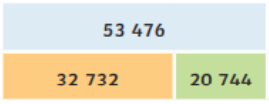
Column Method

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.



Inverse Operations

Use the inverse to check:



To check 53 476 – 32 732 = 20 744 use 32 732 + 20 744 = 53 476

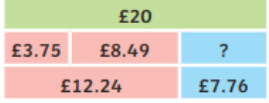
Start with a number, subtract 409 and double. I end with 6264. To find the starting number use the inverse: halve, then add 409. Half of 6264 = 3132. 3132 + 409 = 3541. The starting number was 3541.

Multistep Problems

Using a Bar Model

The sum of two numbers is 25 567.
The difference is 1875.

Subtract 1875 from 25 567 = 23 692.
Halve 23 692 to find smaller number = 11 846.
Add 1875 to find larger number = 13 721.



£20 is used to buy 2 books costing £3.75 and £8.49. How much change is given?

£3.75 + £8.49 = £12.24
£20.00 - £12.24 = £7.76

MATHS – MULTIPLICATION AND DIVISION A

What new **knowledge** will I learn?

- I will identify multiples of a number and describe their properties.
- I will find and describe common multiples of two numbers.
- I will identify factors of a number using arrays and systematic methods.
- I will find common factors of two or more numbers.
- I will recognise prime numbers up to 100 and recall prime numbers up to 19.
- I will distinguish between prime and composite numbers.
- I will recognise and use square numbers and their notation (^{2}) as well as cube numbers and their notation (^{3}).
- I will multiply and divide whole numbers by 10, 100 and 1,000.

What **mathematical sentences** will I use?

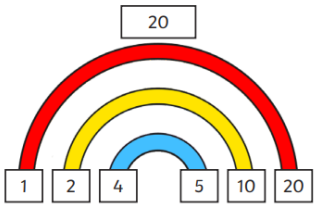
- "The first multiple of a number is always ___."
- "___ is a multiple of ___ because ___ × ___ = ___."
- "___ is a common multiple of ___ and ___ because ___ × ___ = ___ and ___ × ___ = ___."
- "___ is a factor of ___ because ___ × ___ = ___."
- "___ is a factor of ___ because ___ ÷ ___ = ___."
- "___ is a factor of ___ and a factor of ___, so it is a common factor of both."
- "The only factors of ___ are ___ and ___, so it is prime."
- "___ is prime and a factor of ___, so it is a prime factor of ___."
- "A square number is the result of multiplying a number by itself."
- "___ is a square number because ___ × ___ = ___."
- "___ squared means ___ × ___ and is the square number ___."
- "The cube of a number is the result of multiplying the number by ___ and then by ___ again."
- "___ cubed means ___ × ___ × ___ and is the cube number ___."
- "___ is 10/100/1,000 times the size of ___."
- "___ is one-tenth/one-hundredth/one-thousandth the size of ___."

What **vocabulary** will I use?

multiple, common multiple, factor, common factor, prime number, composite number, prime factor, square number, cube number, squared (^{2}), cubed (^{3}), multiply, divide, inverse, array, divisible, times-table, product, quotient, power of 10, placeholder, systematic

Factors

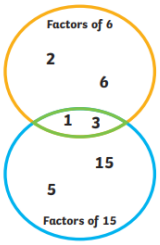
A factor is a number that divides into another number exactly, without leaving a remainder.



The factors of 20 are 1, 2, 4, 5, 10 and 20.

The factor pairs are:
1 and 20
2 and 10
4 and 5

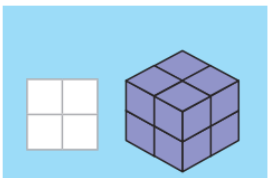
A common factor is a factor of 2 or more numbers.



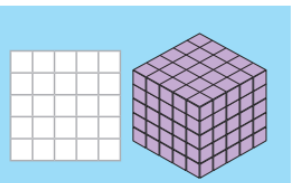
Prime Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Squared² and Cubed³ Numbers



$2^2 = 4$ $2 \times 2 = 4$	$2^3 = 8$ $2 \times 2 \times 2 = 8$



$5^2 = 25$ $5 \times 5 = 25$	$5^3 = 125$ $5 \times 5 \times 5 = 125$

Related Calculations

$8 \times 9 = 72$ $80 \times 9 = 720$	$9 \times 8 = 72$ $90 \times 8 = 720$
$72 \div 9 = 8$ $720 \div 9 = 80$	$72 \div 8 = 9$ $720 \div 8 = 90$
$724 \times 10 = 7240$ $724 \times 100 = 72\,400$ $724 \times 1000 = 724\,000$	$486\,000 \div 10 = 48\,600$ $486\,000 \div 100 = 4860$ $486\,000 \div 1000 = 486$

$3600 \div 400 = 9$

3600 → (÷ 100) → 36 → (÷ 4) → 9

History - How have conflicts changed over time?

What should I already know?

- I should know that people in the past have fought for land, power and resources.
- I should that wars have happened at different times in history, such as Roman battles and the World Wars.
- I should know how to place historical events on a timeline.
- I should know that historians use clues from the past to find out what happened.

What vocabulary will I use this term:

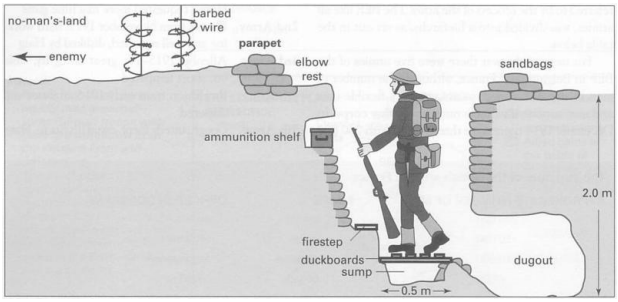
Empire	a group of countries ruled by one leader or country.
Invasion	when one country's army enters another to take control.
Trench	a deep ditch used by soldiers to hide and fight in.
Propaganda	information used to persuade people to think a certain way.
Treaty	an agreement between countries to stop fighting or solve problems.
Diplomacy	talking and negotiating to avoid or end conflicts.
Cyber warfare	attacks on computers and technology to damage or disrupt.

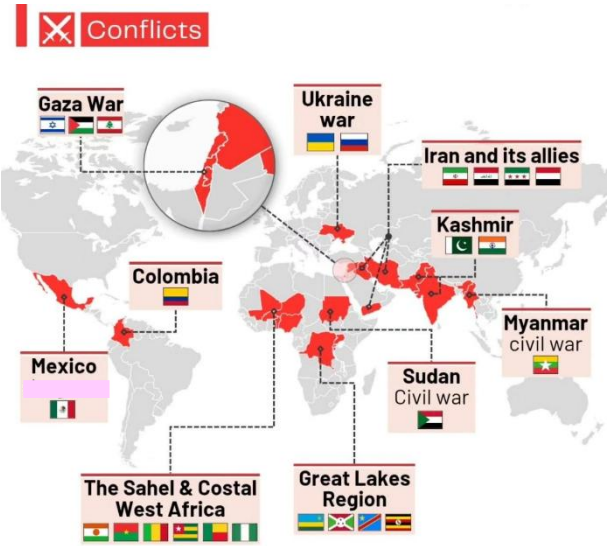
What new knowledge will I learn?

- Conflicts have happened throughout history for reasons like power, land, religion and resources, and these reasons have sometimes changed over time.
- The way wars are fought has changed, from swords and shields in ancient times, to trenches and tanks in World War I, to technology and even cyber-attacks today.
- Trench warfare in World War I was a very hard and dangerous way of fighting, where soldiers lived and fought in muddy trenches for months.
- Wars have affected ordinary people in different ways at different times, such as being bombed, becoming refugees, or losing their homes in modern wars.
- Some wars caused big changes, like new governments, peace campaigns, and organisations such as the United Nations to try and stop wars happening again.

What skills will I use?

- I will put the wars we study in the right order on a timeline and explain what has changed and stayed the same.
- I will use clues from a range of sources including diaries, photos, artefacts and stories to understand how people felt and what happened.
- I will compare wars from different times to spot patterns and differences, and understand that people can explain them in different ways.
- I will use historical vocabulary to talk about wars, like empire, invasion, trench, propaganda, treaty, diplomacy and cyber warfare.





Science - Living Things and their Habitats

What should I already know?

- Animals are grouped as vertebrates or invertebrates based on whether they have a backbone.
- Plants have different parts (roots, stems, leaves, flowers) and reproduce in different ways.
- Some animals lay eggs and others give birth to live young.
- Organisms need food, water, air, and space to survive.
- Microorganisms are very small living things.

What vocabulary will I use this term:

organism	a living thing such as an animal, plant, or microorganism
classification	organising living things into groups
vertebrate	animal with a spine
invertebrate	animal without a spine
microorganism	A tiny living thing (e.g. bacteria, virus, fungi)
characteristics	features of a living thing
classification key	series of questions used to identify an organism

What new knowledge will I learn?

- Living things are grouped in different ways and scientists use classification to organise them.
- Microorganisms are living things, and I can describe examples of helpful and harmful microorganisms.
- Environmental changes, such as pollution or deforestation, can affect living things and their habitats.
- Life cycles of mammals, amphibians, insects and birds differ from each other.
- Plants and animals reproduce in different ways, including sexual and asexual reproduction.
- Carl Linnaeus was a Swedish botanist famous for developing the first system to classify animals and plants.

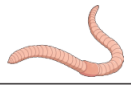
What skills will I use?

- I will observe and classify organisms based on their features.
- I will create and use classification keys to group and identify living things.
- I will record my findings clearly in diagrams, tables, keys, and charts.
- I will draw conclusions about how living things are classified, using evidence.

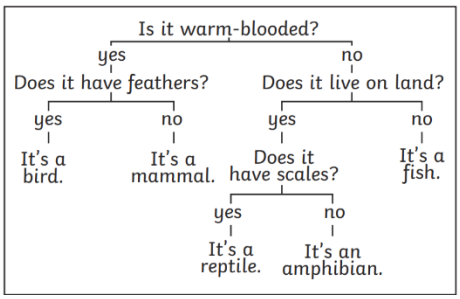
Vertebrate Groups

Mammal	Bird	Reptile	Amphibian	Fish
				
warm-blooded fur or hair give birth to live young produce milk	warm-blooded feathers lay eggs beak and wings	cold-blooded scales or scutes usually lay eggs	cold-blooded moist or slimy skin often undergo metamorphosis	cold-blooded live in water scales and fins gills

Some Invertebrate Groups

Arthropod	Annelid	Mollusc	Echinoderm
			
segmented legs include insects, crustaceans and arachnids	segmented bodies no legs include earthworms and leeches	segmented bodies no legs include slugs and octopuses	live in salt water tube feet include sea stars and sea urchins

Classification key example:

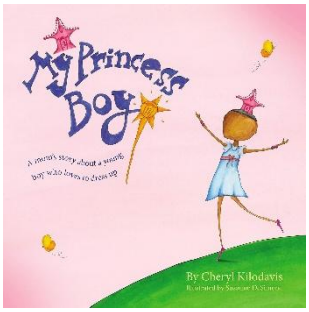


Microorganisms:

No Outsiders

What **story** will I use?

My Princess Boy *by Cheryl Kilodavis and Suzanne DeSimone*



- My Princess Boy tells the story of a young boy who loves to wear dresses, pink, and sparkly things.
- The book explores how his family supports him and how others sometimes react differently.

What **key questions** will I discuss?

- What makes the Princess Boy happy?
- How do different people in the story react to the Princess Boy?
- Why might some people feel uncomfortable when others are different?
- How do we show respect to people even if they are different from us?
- What might the Princess Boy's story teach us about identity and belonging?
- How can we challenge stereotypes in our own lives?
- What does it mean to be proud of who you are?

What **skills** will I use?

- Talking and listening respectfully to others' ideas.
- Celebrating difference and individuality.
- Asking questions about identity and difference in a safe, thoughtful way.
- Recognising and challenging stereotypes about gender and identity.
- Showing respect and tolerance towards everyone.
- Reflecting on personal identity and how we value others.

What **vocabulary** will I use?

equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity, acceptance, fairness, kindness, injustice, prejudice, bias, empathy, individuality, expression, beliefs, community

Art

Theme: War and Conflict
Artist Focus: Henry Moore

What new **knowledge** will I learn?

- Artists use line, tone and shading to create mood and movement.
- Henry Moore depicted people sheltering during the Blitz using expressive lines.
- Different drawing tools create different textures and effects.

What **skills** will I use?

- I will use a choice of techniques (hatching, shading, blending) to show mood and movement.
- I will choose and combine materials like charcoal, pencil and pastel for effect.
- I will observe and record shapes and proportions accurately in a sketchbook.
- I will use line, tone and texture to represent emotion and atmosphere.
- I will review and refine my drawing by evaluating what works well and what to improve.

What **vocabulary** will I use?
drawing, line, tone, sketch, hardness, graphite, rubber, light, shadow, shading, mood, perspective, movement, texture, proportion, atmosphere

Final outcome:
A realistic pencil and charcoal sketch of figures sheltering during the Blitz, showing mood and movement.

Computing

Communication and Collaboration

What new **knowledge** will I learn?

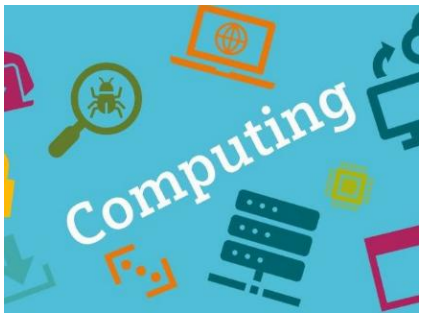
- Data is transferred across the internet using agreed methods and protocols.
- Devices on the internet have addresses (IP addresses) that allow them to communicate.
- Domain Name Servers (DNS) translate web addresses into IP addresses.
- Data is broken down into packets that contain a header and a payload.
- The internet allows people to share information and work together, even when not in the same location.
- There are different ways to communicate online, which can be public or private, one-to-one or one-to-many.
- Communication online should be responsible: not all information should be shared, and inappropriate content can be reported.

What **skills** will I use?

- I will explain how internet addresses and DNS are used to access websites.
- I will identify and describe the parts of a data packet.
- I will send, share and collaborate on work using online tools.
- I will evaluate different methods of communication and choose which is best for a purpose.
- I will work collaboratively online, respecting others' contributions.
- I will decide when to share information and when to keep it private.
- I will explain how to report concerns about online content.

What **vocabulary** will I use?

Search, search engine, Google, Bing, Yahoo, Swisscows, DuckDuckGo, Refine, Index, Crawler, Bot, Optimisation, Links, Web crawlers, Content creator, Ranking, Communication, Internet, Public, Private, One-way, Two-way, One-to-one, One-to-many, SMS, Email, WhatsApp, Blog, YouTube, Twitter, BBC Newsround, IP address, DNS, Data packet, Header, Payload, Collaboration, Protocol, Online safety



PE

Physical Education

Health and Related Exercise Year 5

Unit Purpose

The unit of work will ensure that all pupils understand the meaning of **strength, flexibility** and the **cardiovascular** elements of **fitness.**

Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.

Inspire Me

Did you know... that after just 20 minutes of exercise, your body will have started to grow new brain cells at a rapid rate! This means that by exercising, we are increasing our capacity to learn!

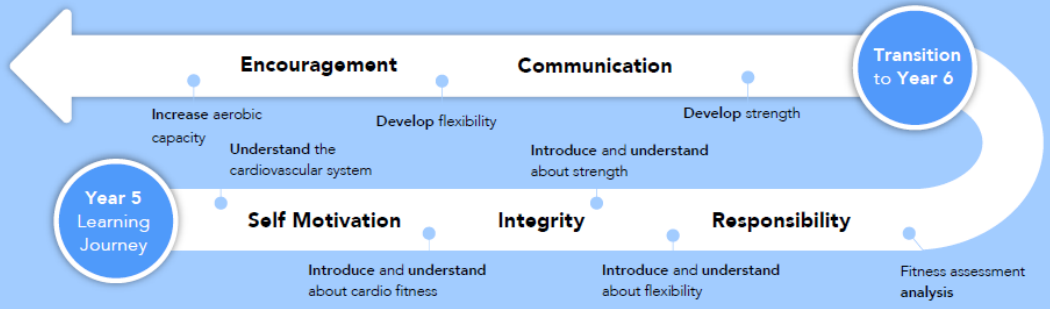
Key Success Criteria

P Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.

C Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.

S Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.

W Pupils will develop ilife skills such as self motivation, resilience and integrity as they strive to improve their own performances.



Vocabulary for Learning

Cardiovascular System: The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.

Strength: Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

Flexibility: Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.

Fitness: Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.

Sport Specific Vocabulary

Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.

Personal Best: Your personal best means doing something better than you ever have before! A personal best is about improving your own performance, not competing against others.

Complete P.E.

PE

Physical Education
Hockey Year 5

Unit Purpose

The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for **officiating** their own games. Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

Inspire Me

Kate Richardson-Walsh is a retired hockey player and former captain of Team GB and England. Kate captain Team GB to a gold at the 2016 Olympics and been capped a record 375 times for her country.

Key Success Criteria

P Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.

C Pupils will begin to create and apply tactics that they can then adapt depending on the games situation.

S Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.

W By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Attack: The aim of the game for the attackers is to score a goal. When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

Sport Specific Vocabulary

Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of particular player on the opposite team.

Goal Side: is a defensive tactic used when a defender marks an opponent. This is where the defender positions themselves between the attacker and the goal, increasing the defenders chances of preventing an attack.

Complete P.E.

MUSIC

1 – Listen & Appraise: Happy (Pop/Neo soul)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
Which challenge did you get to?

Singing in 2 parts.

Play instrumental partswith the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.
Which part did you play?

Improvise using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

About this Unit

Theme: Being Happy!

Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

Listen to 5 other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

Vocabulary:style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?

FRENCH

Adjective Bank with "I am ...."
Remember there are two different spellings for lots of these adjectives, when you use them with "je suis..."(I am ...).

Je suis – I am .....
heureux/heureuse – happy
triste- sad
perdu/perdue- confused
fatigué/ fatiguée
en plein forme- feeling great

Adjective Bank with "j'ai...." and "je fais..."
Remember that in French we do not always use "I am... (je suis) to explain how we are feeling, we also use "j'ai" and "je fais". Take a look here.

Je fais le fou- I am feeling silly

J'ai faim- I am hungry
J'ai soif – I am thirsty
J'ai chaud- I feel hot
J'ai froid- I feel cold

AUTUMN KNOWLEDGE ORGANISER: TALKING ABOUT US.

Primary Languages Network

Grammar Bank
The personal pronouns (singular) in French are :
Je – I
Il – he
Elle – she

Elle habite à / Elle s'appelle / Elle a ... ans – she lives is / She is called / She is... years old

Il habite à / Il s'appelle / Il a ... ans – He lives in / He is called / He is... years old

Grammar Bank
To describe feelings in French, we need to make sure that the adjective used matches the person. The spelling can change for a male or a female person. Watch out!

RE

Woodlands Primary School

World Views - Year 5/6- Autumn 1
What does it mean to live in a religiously diverse world?

RE Skills to develop:
I can explain how history and culture can influence an individual and how some question these influences.

I can develop insight and start to analyse the impact of diversity within a community.

I can discuss issues about community cohesion and demonstrate understanding of different views.

Key Artefacts and Symbols:

Our Enquiry Steps:
What is religious diversity?
What is my identity and what is a stereotype?
What can I do about discrimination?
How do different religions celebrate the birth of a child?
Can I identify diversity within a religion?
How is the Golden Rule similar between different religions?
What is my vision for the Golden Rule and how can I persuade others to follow it?
What diversity of religion and within a religion is to be found in my local community?

Key Vocabulary	Definition
belief	an acceptance that something exists or is true.
diverse	showing a great deal of variety
global citizen	someone who is aware of and understands the wider world – and their place in it.
equal rights	equality before the law, when all people have the same rights.
immigration	the action of coming to live permanently in a foreign country.
multi-faith	where lots of different faiths live side-by-side
identity	the fact of being who or what a person or thing is.
discrimination	treating some people differently from others.
value	what is important in a persons life.
golden rule	you should treat people in the same way that you would like to be treated yourself.

Our End Points:
Emerging:. I appreciate the range of diversity in the UK. I can discuss my individual identity and characteristics. I can tell you about what the golden rule means to me. I can tell you how a faith community may celebrate the birth of a child.

Expected: I understand the basic of how religious diversity originated in the UK with simple examples. I can talk about religions around the world and where different religions originated. I can tell you about discrimination and stereotypes. I can reflect on the work which I have done and how this could impact on my life now and in the future as a global citizen.

Exceeding: I can ask questions about cultural identity and how this is part of an individual's identity. I can discuss values showing empathy for views which are different to my own.