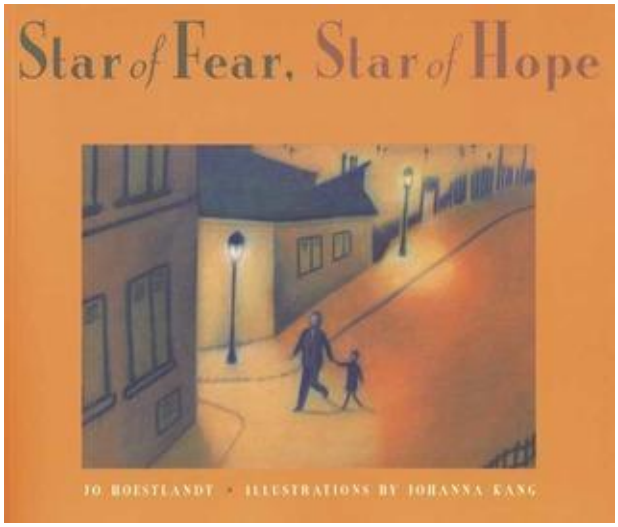
WOODLANDS PRIMARY SCHOOL

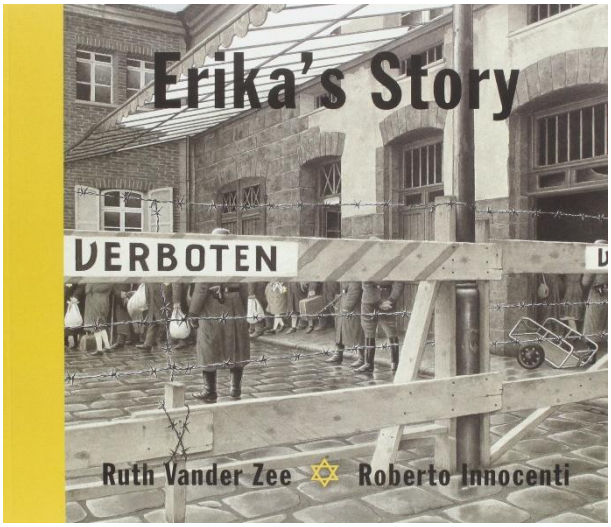
Year 6

Autumn 1 Curriculum

Ready · Respectful · Safe

English Mastery Targets





My mastery targets for this term are:

- Use expanded noun phrases to convey complicated information concisely
- Use passive verbs effectively and purposefully
- Link ideas across paragraphs using a wider range of cohesive devices
- Integrate dialogue to convey character and advance the action

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…

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 10,000,000 and determine the value of each digit.
- I will represent numbers up to 10,000,000 using place value charts and other representations.
- I will partition numbers in standard and non-standard forms.
- I will read and write numbers up to 10,000,000 in numerals and words.
- I will understand and use powers of 10 to multiply and divide numbers.
- I will place numbers accurately on number lines up to 10,000,000.
- I will compare and order any integers up to 10,000,000.
- I will round any whole number to a required degree of accuracy (nearest 10, 100, 1,000, 10,000, 100,000, or million).
- I will use negative numbers in context and calculate intervals across zero.

What **mathematical sentences** will I use?

- "The value of the ___ in ___ is ___."
- "The column before/after the ___ column is the ___ column."
- "The digit before/after the comma represents ___."
- "The whole number is said/written as ___."
- "___ is 10/100/1,000 times the size of ___, so ___ is one-tenth/one-hundredth/one-thousandth the size of ___."
- "The previous multiple of ___ is ___. The next multiple of ___ is ___. ___ rounded to the nearest ___ is ___."
- "The value of the first digit in the number ___ is ___."
- "___ is greater than/less than ___ because ___."
- "To find the number ___ greater/less than ___, I count ___ on the number line."
- "___ is ___ away from zero."

What **vocabulary** will I use?

place value, digit, numeral, integer, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, partition, standard partition, non-standard partition, regroup, exchange, power of 10, placeholder, ascending, descending, order, compare, greater than (>), less than (<), equal to (=), rounding, estimate, multiple, interval, negative numbers, zero, context

Numbers to ten million (10,000,000)

3,926,471

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

3 926 471	
3 926 000	471

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

Comparing and ordering numbers

equals	greater than	less than
26 + 38 = 8 × 8	223 873 > 98 256	901 198 < 1 091 098
Both calculations have the value 64.	The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.	The number on the right has 1 million and the number on the left has 0 millions.

smallest 81 782 | 127 352 | 127 835 | 137 019 | 200 002 greatest

Rounding

Rounding to the nearest 1000

2000 ← 2499 | 2500 → 3000

round down | round up

Rounding to the nearest 10 000

20000 ← 24999 | 25000 → 30000

round down | round up

Rounding to the nearest 100 000

200 000 ← 24 9999 | 250 000 → 300 000

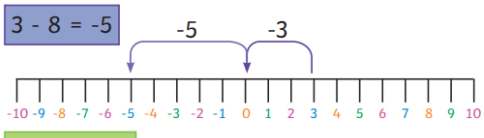
round down | round up

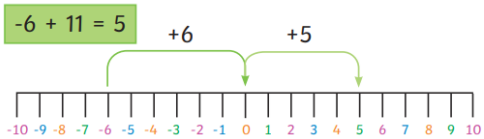
Rounding to the nearest 1 000 000

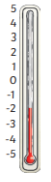
2 000 000 ← 2 499 999 | 2 500 000 → 3 000 000

round down | round up

Negative numbers







The temperature drops by 2°C.
The new temperature is -4°C

MATHS – FOUR OPERATIONS (PART 1)

What new **knowledge** will I learn?

- I will add and subtract integers using mental and formal written methods.
- I will identify and use factors and common factors of numbers.
- I will find multiples and common multiples of numbers.
- I will use and apply rules of divisibility.
- I will recognise prime numbers up to 100 and recall prime numbers to 19.
- I will identify and use square and cube numbers, including notation (^{2} and ^{3}).
- I will multiply up to a 4-digit number by a 2-digit number using long multiplication.
- I will solve word problems and multi-step problems involving multiplication.

What **mathematical sentences** will I use?

- "In column addition/subtraction, we start with the ___ place value column."
- "___ is a factor of ___ because ___ × ___ = ___."
- "___ is a factor of ___ because ___ ÷ ___ = ___."
- "___ is a common factor of ___ and ___."
- "The first multiple of a number is always ___."
- "___ is a multiple of ___ because ___ × ___ = ___."
- "___ is a common multiple of ___ and ___."
- "If the sum of the digits is divisible by ___, then the number is divisible by ___."
- "___ is prime because it has exactly ___ factors."
- "___ is a composite number because ___ = ___ × ___."
- "To square a number, you multiply the number by ___."
- "To cube a number, you multiply the number by ___ and then by ___ again."
- "___ is a square number because ___ × ___ = ___."
- "___ is a cube number because ___ × ___ × ___ = ___."
- "To multiply by a 2-digit number, first multiply by the ___, then multiply by the ___, and then find the total."
- "Multiplying by ___ is the same as multiplying by ___ and then multiplying the answer by ___."
- "To multiply by ___, I can multiply by ___ and add/subtract ___ from the product."
- "___ = ___ × ___, so to multiply by ___ I can first multiply by ___ and then by ___."

What **vocabulary** will I use?

add, subtract, integer, factor, common factor, multiple, common multiple, divisibility, divisible, prime number, composite number, prime factor, square number, cube number, squared (^{2}), cubed (^{3}), long multiplication, product, calculation, strategy, operation, column method, partition, regroup, efficient method, estimate

Column addition

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1
		1	1	1	

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

Column subtraction

	3	5	$^{6}\not{7}$	$^{13}\not{4}$	$^{1}\not{2}$
-		3	4	7	6
	3	2	2	6	6

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

Common factors

Factors of 48

1	2	3	4	6	8	12	16	24	48

Factors of 30

1	2	3	5	6	10	15	30

Common factors: 1, 2, 3, 6

Common multiples

Multiples of 3

3	...	18	21	24	...	39	42

Multiples of 7

7	14	21	28	35	42

Common multiples: 21, 42...

Prime numbers

A prime number has only 1 and itself as factors: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47

A composite number has factors other than 1 and itself.

Squares and cubes

Square numbers result from a number being multiplied by itself (e.g. 5 × 5 = 25): 1, 4, 9, 16, 25, 36, 49, 64, 81, 100

Cube numbers result from a number being multiplied by itself twice (2 × 2 × 2 = 8): 1, 8, 27, 64, 125

Long Multiplication

		5	3	8	2	
		×		7	5	
	2	6_1	9_4	1_1	0	(5382 × 5)
3	7_2	6_5	7_1	4	0	(5382 × 70)
4	0	3	6	5	0	
1	1	1				

MATHS – FOUR OPERATIONS (PART 2)

What new **knowledge** will I learn?

- I will divide numbers using short division.
- I will use and apply long division for up to 4-digit numbers divided by 2-digit numbers.
- I will interpret remainders according to the context of a problem.
- I will solve word problems involving division.
- I will solve multi-step problems involving addition, subtraction, multiplication and division.
- I will use the order of operation to carry out calculations.
- I will perform mental calculations with increasingly large numbers.
- I will reason from known facts to derive new number facts.

What **mathematical sentences** will I use?

- "___ divided by ___ is ___."
- "In short division, we divide the ___ by the ___ first."
- "___ can be divided by ___ because ___ × ___ = ___."
- "We use factors to divide because ___ ÷ ___ = ___, then ___ ÷ ___ = ___."
- "___ divided by ___ is ___ remainder ___."
- "The remainder represents ___ in this context, so the answer is ___."
- "To solve this problem, the first step is ___."
- "The calculation I need to do is ___ because ___."
- "The order of operations is brackets, indices, multiplication/division, then addition/subtraction."
- "In this calculation, I complete the ___ first because of the order of operations."
- "To calculate mentally, I will partition ___ into ___ and ___."
- "If I know ___, then I also know ___."
- "I estimate that the answer will be about ___ because ___."
- "___ is ten/hundred/thousand times greater/smaller than ___, so ___."

What **vocabulary** will I use?

divide, division, short division, long division, dividend, divisor, quotient, remainder, factor, multiple, efficient method, product, calculation, context, problem, multi-step, operation, addition, subtraction, multiplication, order of operations, brackets, indices, estimate, mental calculation, partition, regroup, strategy, reason, derive

Short division

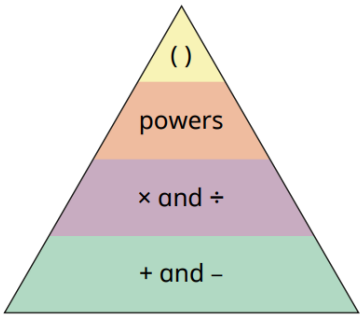
Start from the left.

		4	4	0	r6
12	5	$^{5}2$	$^{4}8$	6	

Long division

		1	2	0	r	3
14	1	6	8	3		
—	1	4	↓	↓		
	—	2	8	↓		
		2	8	↓		
				3		

Order of operations



B	**Brackets**	$10 \times (4 + 2) = 10 \times 6 = 60$
O	**Order**	$5 + 2^2 = 5 + 4 = 9$
D	**Division**	$10 + 6 \div 2 = 10 + 3 = 13$
M	**Multiplication**	$10 - 4 \times 2 = 10 - 8 = 2$
A	**Addition**	$10 \times 4 + 7 = 40 + 7 = 47$
S	**Subtraction**	$10 \div 2 - 3 = 5 - 3 = 2$

Reason from known facts

$90 \div 10 = 9$
so $90 \div 20 = 4.5$ and $90 \div 5 = 18$

$16 \times 9 = 144$
so $1.6 \times 9 = 14.4$

$4352 \div 17 = 256$
so $256 \times 18 = 4352 + 256 = 4608$

$3786 + 2850 = 6636$
so $4786 + 2850 = 7636$
and $2786 + 3850 = 6636$
and $8636 - 3786 = 4850$

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:

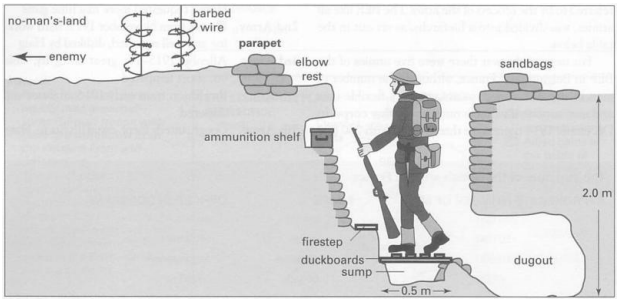
Empire	a group of countries ruled by one leader or country.
Invasion	when one country's army enters another to take control.
Trench	a deep ditch used by soldiers to hide and fight in.
Propaganda	information used to persuade people to think a certain way.
Treaty	an agreement between countries to stop 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.

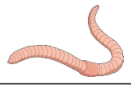
What skills will I use?

- 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.

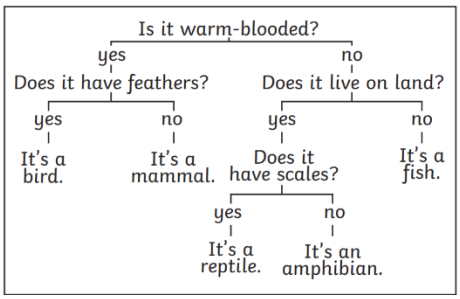
Vertebrate Groups

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:

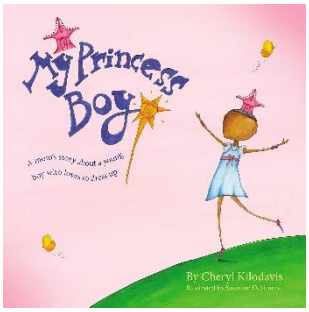


Microorganisms:

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?

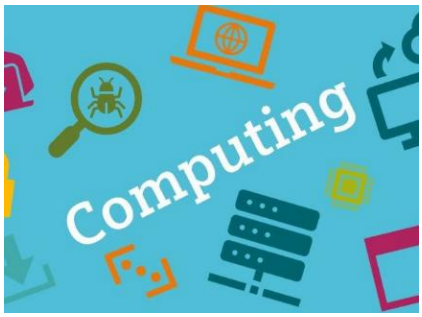
- Data is transferred across the internet using agreed methods and protocols.
- Devices on the internet have addresses (IP addresses) that allow them to communicate.
- Domain Name Servers (DNS) translate web addresses into IP addresses.
- Data is broken down into packets that contain a header and a payload.
- 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 6

Unit Purpose

The unit of work will consolidate pupils understanding of **strength, flexibility** and the **cardiovascular** elements of **fitness.**

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

Inspire Me

Did you know... that in 2020, Mathew Fraser earned the title of Fittest Man on Earth for the fifth consecutive year! Matthew started out as an Olympic weightlifter and was a junior national champion.

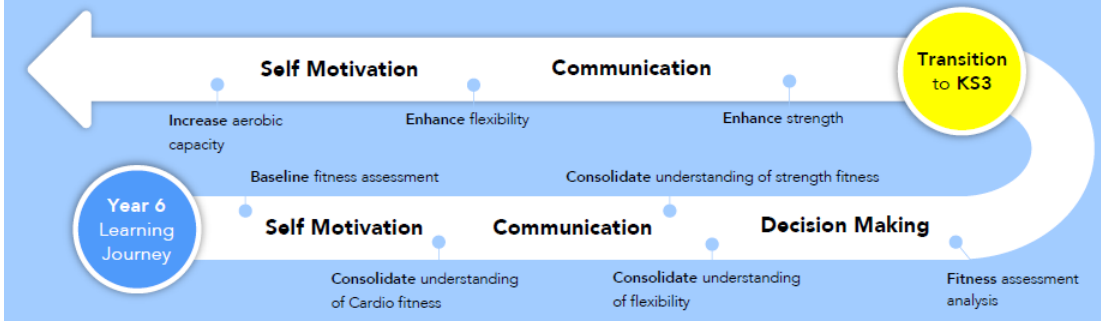
Key Success Criteria

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

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

S Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.

W Pupils will refine life skills such as self motivation, resilience and self dicipline 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 6

Unit Purpose

Pupils will learn to **consistently** apply effective **attacking skills,** applying **decision making** in order to keep possession and score.

Pupils will in turn apply pressure when **defending** to regain **possession** effectively.

Inspire Me

Natascha Keller is a former German hockey player. Natascha is the most capped player in the history for the game having represented her country over 400 times. Natascha won a gold medal at the 2004 Olympics.

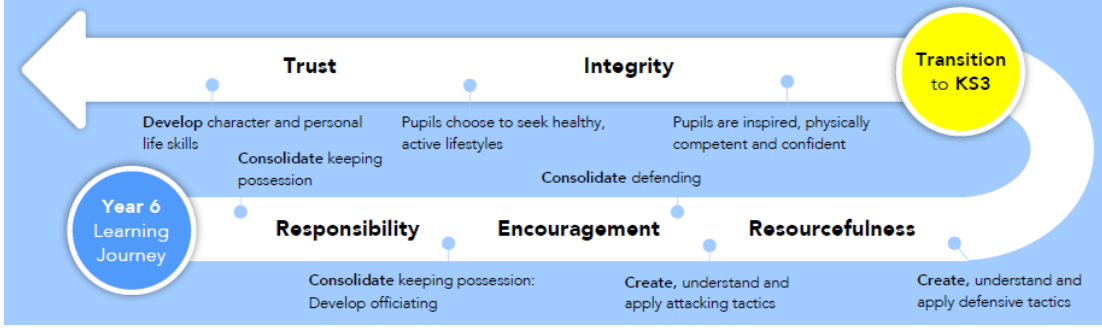
Key Success Criteria

(P) Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession.

(C) Pupils will demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable.

(S) Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

(W) Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.



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.

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.

Defending: The aim of the game for the defenders is to prevent the attackers from scoring. When a team does not have possession they need to work together and apply their understanding of tackling, blocking and marking to gain back possession.

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

Free Hit: A free hit is awarded when a foul occurs or the ball hits a players foot. The free hit is taken from where the violation took place.

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

Y6 AUTUMN 1 KNOWLEDGE ORGANISER – TIME AND DAILY ROUTINE

O'clock time phrases Bank
Il est ...- it is .....
une heure- one o'clock
deux heures- two o'clock
trois heures- three o'clock
quatre heures- four o'clock
cinq heures- five o'clock
six heures- six o'clock
sept heures- seven o'clock
huit heures- eight o'clock
neuf heures – nine o'clock
dix heures – ten o'clock
onze heures – eleven o'clock
douze heures – twelve o'clock

"Asking the time question" Bank
Quelle heure est-il?

Fact Bank
France is one hour ahead of England, so when it is 8 o'clock in England it is 9 o'clock in France.

Sound spelling
"quelle"
"heures
"in"
"ais"
"anges"

Daily Routine Questions and Answers Bank
Quand te lèves- tu? – What time do you get up?
Je me lève à.....- I get up at .....

Quand manges- tu le petit déjeuner?- What time do you have breakfast?
Je mange le petit déjeuner à..... – I eat my breakfast at .....

Quand vas- tu à l'école? – What time do you go to school?
Je vais à l'école à .....- I go to school at .....

Quand rentres- tu à la maison? - What time do you get home?
Je rentre à la maison à..... - I get home at .....

Quand vas- tu te coucher? – What time do you go to bed?
Je vais me coucher à..... - I go to bed at .....

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.