



## Year 6 Curriculum Map

2021 - 2022

2014 National Curriculum Coverage at Langney Primary School – Year6

### Vision Statement:

'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).

### School Motto:

"Active Body, Healthy Mind"

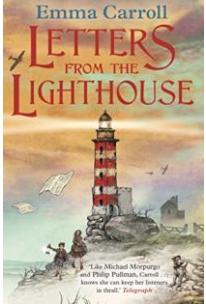
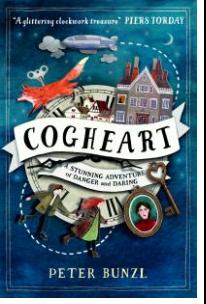
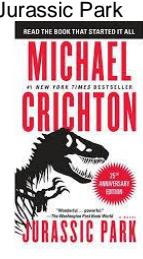
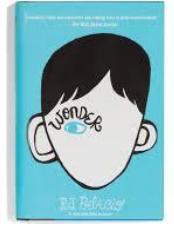
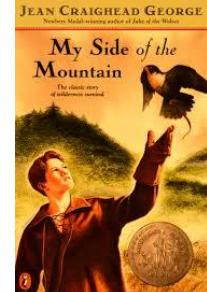
### Curriculum Intent:

- 1) INNOVATION
- 2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES
- 3) TALENT DISCOVERY
- 4) RAISING ASPIRATIONS & LIFE CHANCES
- 5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT
- 6) HEALTH & WELL-BEING

### Core Values:

The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other:

Mutual Respect
Aspiration
Appreciation
Positivity
Forgiveness

VR/AR Resources	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Stunning Start and Fabulous Finish</b>						
Stunning Start	Tea Dance	VR inside human heart	Watching film	Disability Awareness Day	Writing: Chessington	
Fab Finish	WW2 Day	Create mechanical Christmas toy	Dinosaur art sculptures	Wonder art	Camp or Activities Week	Leavers' assembly
<b>Coverage</b>						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Keep Calm and Carry On	Heartless	Jurassic Park	Wonder	Seas the day!	
Writing Genres	Description Information text about the war Diary / Poetry	Narrative (dialogue!) Character description Persuasive writing	Diary / Poetry Narrative (the hunter) Newspaper report	Balanced Argument Informal Letter as Auggie Formal Letter as Mr Tushman Description (The Little Freak)	Narrative Information text Persuasive Speech Expository Essay	
Reading Genres	War Diary Information Text Letter Narrative	Narrative Newspaper articles Instruction texts Information / non-fiction texts	Narrative Information / non-fiction texts Newspaper articles Formal letters	Diary Letter Narrative	Information texts Letters Narrative Debate Performance Poetry (link to Leavers' Assembly)	
Core Text	Letters from the Lighthouse 	Cogheart 	Jurassic Park 	Wonder 	My Side of the Mountain 	

<b>Science</b>	<p><b>Physics: Light</b></p> <ul style="list-style-type: none"> <li>I can recognise that light appears to travel in straight lines.</li> <li>I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Biology: Animals including humans</b></p> <ul style="list-style-type: none"> <li>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>I can describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Biology: Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>I can describe how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>Physics: Electricity</b></p> <ul style="list-style-type: none"> <li>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>I can use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Biology: Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>I can give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<b>Scientific Enquiry</b> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use test results to make predictions to set up further comparative and fair tests.</li> <li>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					

Science Key Scientists	Thomas Edison	Christiaan Barnard	Charles Darwin Mary Anning	Alessandro Volta	Carl Linnaeus	
Computing	<p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>I can understand how the internet uses energy</li> <li>I can analyse the impacts of e-waste</li> <li>I can analyse the impact of technology on our planet</li> <li>I can explore how artificial intelligence is being used</li> <li>I can identify ways in which humans coexist with robots</li> </ul>	<p><b>Programming 1</b></p> <ul style="list-style-type: none"> <li>I can explore and explain the origins of the Python programming language.</li> <li>I can create an output in Python.</li> <li>I can find and fix syntax errors.</li> <li>I can use an 'escape sequence' in Python.</li> <li>I can use multiple escape sequences.</li> </ul>	<p><b>Electronic Safety</b></p> <ul style="list-style-type: none"> <li>I can create an algorithm for dealing with an e-safety worry.</li> <li>I can manage our digital footprint.</li> <li>I understand some of the dangers of video chatting.</li> <li>Understand the law related to copyright infringement.</li> <li>Define and analyse the cause and effects of cyberbullying.</li> </ul>	<p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>I can read data and draw conclusions.</li> <li>I can use a formula with an 'if' statement.</li> <li>I can use a formula with nested 'if...' statements.</li> <li>I can use a formula with a 'lookup' function.</li> <li>I can create a spreadsheet that has a purpose.</li> </ul>	<p><b>Programming 2</b></p> <ul style="list-style-type: none"> <li>I can use the if-then-else instruction.</li> <li>I can create a program that enables a robot to interact with a user.</li> <li>I can program relational operators to compare two values.</li> <li>I can create a program that performs a specific task.</li> </ul>	<p><b>Digital Presentation</b></p> <ul style="list-style-type: none"> <li>I can demonstrate my prior knowledge of a CAD program.</li> <li>I can use specific digital tools for a purpose.</li> <li>I can use CAD to build a scaled model.</li> <li>I can use animation tools to highlight specific area of a CAD model.</li> <li>I can present a finished piece of CAD work.</li> </ul>
History	<p><b>A local History study</b></p> <ul style="list-style-type: none"> <li>I can communicate information about history in my local area.</li> </ul> <p><i>A local history study of Eastbourne in WW2.</i></p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>I can communicate information about an aspect of British History that happened after 1066.</li> </ul> <p><i>Crime and Punishment through History</i></p>				

- I can order significant events, movements and dates on a timeline.
- I can use a timeline to describe the changes in a period of history.

#### Chronological Understanding

- I can evaluate evidence and sources to choose the most reliable forms when finding out about the past.
- I can investigate my own questions and lines of enquiry.
- I can give reasons for why there may be different interpretations of history.
- I can explain how some things in the past have affected and influenced life today.

#### Historical Enquiry

<h2>Geography</h2>			<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>I can understand geographical similarities and differences, through studying the human and physical geography, of different regions in the United Kingdom.</li> </ul> <p><i>Human and physical similarities and differences with the Jurassic coast and Eastbourne</i></p> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases globes and digital mapping to locate countries and describe features studied.</li> <li>I can use the eight points of the compass to help build my knowledge of places.</li> <li>I can use symbols and key and four &amp; six figure grid references to build my knowledge of U.K. and the wider world.</li> <li>I can do fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>KS1 Review – I can name and locate the seven continents of the world (North America, South America, Europe, Asia, Oceania/Australasia, Antarctica).</li> <li>KS1 Review - I can name the world's seven continents and five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean).</li> <li>Year 3 Review – I can name and locate European countries and cities.</li> <li>Year 4 Review - I can name and locate the countries of North America and major cities.</li> <li>Year 5 Review - I can name and locate the countries of South America and major cities.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>I can name and locate counties and main cities of the United Kingdom.</li> <li>I can name and locate geographical regions, and their identifying significant human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how these aspects have changed over time.</li> <li>I can name and locate the surrounding seas of the United Kingdom.(English Channel, North Sea, Irish Sea, Atlantic Ocean)</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>I can describe and understand key aspects of <u>physical</u> geography in the United Kingdom: Biomes and vegetation Belts National parks; Rivers; Mountains; Hills; The water cycle</li> <li>I can describe and understand key aspects of <u>human</u> geography in the United Kingdom: Significant features; Types of settlement and land use; Economic activity including trade links: Manufactured goods, fuels, food; Distribution of natural resources including energy, food, minerals and water</li> </ul>
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<b>Art &amp; Design</b>	<p><u>Drawing: pencils</u>  <u>Painting:</u>  <u>Water colour,</u>  <u>ready mix paints,</u>  <u>variety of brushes,</u>  <u>colour palettes</u></p> <ul style="list-style-type: none"> <li>I can talk about an artist/ architect/ designer and how they might have influenced my work.</li> <li>I can research the work of artists, architects and designers by looking at their work in books, the internet, art galleries etc.</li> <li>I can create art in the style of an artist/architect or designers.</li> <li>I can use graphics, annotations and research to show how I have developed my work.</li> <li>I can produce increasingly accurate drawings reflecting shape, proportion</li> <li>I can record my observations and use them to review and revisit ideas.</li> <li>I can express emotions accurately through paint.</li> <li>I can use a wide range of painting techniques.</li> </ul> <p><i>Watercolour Poppy paintings</i></p>		<p><b>Sculpture:</b>  <u>Modelling media:</u>  <u>Clay, Dough,</u>  <u>Plasticine, boxes,</u>  <u>wire, mod roc,</u>  <u>paper, card.etc.</u></p> <ul style="list-style-type: none"> <li>I can manipulate, shape and join materials well to make an effective 3D form.</li> <li>I can create work which is open to interpretation.</li> </ul> <p><i>Dinosaur sculptures</i></p>	<p><b>Painting:</b>  <u>Water colour, ready mix paints, variety of brushes, rollers, string, natural objects, card, PVA glue, colour palettes</u></p> <ul style="list-style-type: none"> <li>I can create my own prints building up an image.(stencil/ screen prints)</li> </ul> <p><i>Wonder art</i></p>		<p><b>Drawing: (pencils, charcoal, inks, chalk, pastels, Computing software)</b></p> <ul style="list-style-type: none"> <li>I can interpret the texture of a surface choosing suitable tools and techniques to convey this.</li> <li>I can show the effect of light from different directions.</li> <li>I can produce increasingly accurate drawings reflecting shape, proportion, expression, placement in a still position and in movement.</li> <li>I am understanding the concept of perspective.</li> <li>My sketches communicate emotions.</li> <li>I can explain why I have chosen specific effects.</li> </ul> <p><i>UK Landscape drawing</i></p>
<b>Art &amp; Design</b>  <b>Artists and Designers</b>	<b>Georgia O'Keefe</b>		<b>Benjamin Waterhouse Hawkins</b>	<b>Olly Moss Tad Carpenter</b>		<b>Samuel Earp</b>

## Design Technology

### Mechanical Systems: Pulleys or gears Evaluating existing products

- I can generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- I understand that mechanical and electrical systems have an input, process and an output.
- I understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- I can investigate famous manufacturing and engineering companies relevant to the project.

### Design

- I can develop a simple design specification to guide my thinking.
- I can develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

### Make

- I can produce detailed lists of tools, equipment and materials; formulating step-by-step plans and if appropriate, allocate tasks within a team.
- I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.

### Evaluate

- I can compare the final product to the original design specification.
- I can consider the views of others to improve my work.

### Technical Knowledge and Understanding

- I know and use technical vocabulary relevant to the project.

### Let's Get Cooking

### Food: Celebrating Culture and Seasonality Evaluating existing products

- I can generate innovative ideas through research discussion with peers and adults to develop a design brief and criteria for a design specification.
- I can carry out sensory evaluations of a range of relevant products and ingredients; recording the evaluations using e.g. tables/graphs/charts such as star diagrams.

### Design

- I can explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- I can use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

### Make

- I can write a step-by-step recipe, including a list of ingredients, equipment and utensils.
- I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- I can make, decorate and present the food product appropriately for the intended user and purpose.

### Evaluate

- I can evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- I understand how key chefs have influenced eating habits to promote varied and healthy diets.

### Technical Knowledge and Understanding

- I know how to use utensils and equipment including heat sources to prepare and cook food.
- I understand about seasonality in relation to food products and the sources of different food products.
- I know and use relevant technical and sensory vocabulary.

### Textiles: Combining different fabric shapes Evaluating existing products

- I can generate innovative ideas by carrying out research using surveys, interviews and questionnaires.
- I can investigate and analyse textile products linked to my final product.

### Design

- I can develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- I can design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

### Make

- I can produce detailed lists of equipment and fabrics relevant to tasks.
- I can formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished; working within the constraints of time, resources and cost.

### Evaluate

- I can compare the final product to the original design specification.
- I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- I can consider the views of others to improve my work.

### Technical Knowledge and Understanding

- I know a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- I know fabrics can be strengthened, stiffened and reinforced where appropriate.

Spanish	Our World Geography Spanish speaking countries, location, capital cities Q and A	The Solar System Planet names, descriptions with adjectives, location with prepositions	Wanted! Physical descriptions (using adjectives to describe hair, eyes etc)	In Fashion Clothing and descriptions of outfit, opinions.	Tell Me a Story When I grow up Talking about future wishes, future tense, story telling and drama	Culture Vulture Transition to secondary MFL, focus on Hispanic culture, review of learning
Music	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>I understand the importance of warming up my voice and establishing a good singing position.</li> <li>I can stop / start and respond to basic musical cues from the leader / conductor.</li> <li>I can sing with a good sense of the pulse internally, sing together and in time with the group.</li> <li>I can perform what I have learnt with confidence.</li> <li>I can practise, rehearse and present performances confidently showing an awareness of audience.</li> <li>I can confidently improvise using a range of patterns with my voice confidently. Musically demonstrating an understanding and use of interrelated dimensions of music as appropriate e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</li> <li>I can compose lyrics for a composition. Musically demonstrating an understanding and use of interrelated dimensions of music as appropriate e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</li> <li>I can perform my composition to an audience with confidence showing fluency, control and accuracy with my voice.</li> </ul>	<p><b>Woodwind</b></p> <ul style="list-style-type: none"> <li>I can hold a recorder correctly.</li> <li>I can perform four chords on the recorder.</li> <li>I can confidently perform what I have learnt showing fluency, accuracy and control on the recorder.</li> <li>I can improvise using four chords on the recorder.</li> <li>I can create a composition using four chords on the recorder.</li> <li>I can confidently perform what I have composed showing fluency, control and accuracy on the recorder.</li> </ul>	<p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>I can identify and perform chords on the keyboard using the stave.</li> <li>I can perform a Major chord with a sharp note.</li> <li>I can practice and perform a song with chords using the stave showing fluency, control and accuracy in reading sheet music.</li> <li>I can use audio recording software to record an improvised piece of music.</li> </ul>	<p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>I can create a composition on the stave using four chords on the keyboard. Musically demonstrating an understanding and use of interrelated dimensions of music as appropriate e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</li> <li>I can compose my composition using recording software showing control, accuracy and fluency.</li> </ul>	<p><b>String</b></p> <ul style="list-style-type: none"> <li>I can identify and tune my ukulele to the notes G, C, E and A confidently.</li> <li>I can perform four Major Chords on the ukulele and identify these on tabs confidently.</li> <li>I can perform a Minor Chord on the ukulele and identify this on tab confidently.</li> <li>I can perform a 7th chord and identify these on tab confidently.</li> <li>I can perform what I have learnt starting to show fluency and accuracy on the ukulele.</li> </ul>	<p><b>String</b></p> <ul style="list-style-type: none"> <li>I can improvise using four Major chords, a Minor chord and a 7th chord on my ukulele.</li> <li>I can create a composition on using four Major chords, a Minor chord and a 7th chord on the ukulele and record these using tab.</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>I can perform a rhythm in a group and can stop / start and respond to basic musical cues from the leader / conductor.</li> <li>I can compose a rhythm composition on the on a neutral clef individually confidently identifying the different drums.</li> <li>I can conduct what I have written to a group with confidence.</li> </ul>
Physical Education	<p><b>Football –</b> fundamental movements &amp; ball skills Team building (OAA)</p> <p><b>Health Related Fitness</b></p>	<p><b>Rugby -</b> movement &amp; handling skills <b>Hockey -</b> movement &amp; handling skills <b>Gymnastics –</b> travel (solo and partner), balance, rolls, body control</p>	<p><b>Basketball –</b> team skills, ball handling <b>Netball –</b> team skills, ball handling <b>Dance –</b> Movement, creating choreography, performance</p>	<p><b>Handball –</b> team skills, ball handling <b>Gymnastics –</b> rolling, flight, choreography, performance</p>	<p><b>Tennis -</b> Striking a ball, racket grip, ball control <b>Quick cricket –</b> Striking a ball, throwing and catching, bowling a ball <b>Dance –</b> Movement, creating choreography, performance</p>	<p><b>Athletics –</b> Running, jumping, throwing, technique, strength and stamina <b>*Sports Day Practice</b></p> <p><b>OAA –</b> team building, problem solving map reading, independent orienteering</p> <p>Mindful Movement (Yoga type activities)</p>

<b>PSHE (Jigsaw)</b>	<p><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>I understand there are different perceptions about what normal means.</li> <li>I understand how having a disability could affect someone's life.</li> <li>I can explain some of the ways in which one person or a group can have power over another.</li> <li>I know some of the reasons why people use bullying behaviours.</li> <li>I can give examples of people with disabilities who lead amazing lives.</li> <li>I can explain ways in which difference can be a source of conflict and a cause for celebration.</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>I can take responsibility for my health and make choices that benefit my health and well-being.</li> <li>I know about different types of drugs and their uses and their effects on the body, particularly the liver and heart.</li> <li>I understand that some people can be exploited and made to do things that are against the law.</li> <li>I know why some people join gangs and the risks this involves.</li> <li>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</li> <li>I can recognise stress and the triggers that cause this and I understand how stress can cause alcohol misuse.</li> </ul>	<p><b>Dreams &amp; Goals</b></p> <ul style="list-style-type: none"> <li>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</li> <li>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</li> <li>I can identify problems in the world that concern me and talk to other people about them.</li> <li>I can work with other people to help make the world a better place.</li> <li>I can describe some ways in which I can work with other people to help make the world a better place.</li> <li>I know what some people in my class like or admire about me and can accept their praise.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>I know that it is important to take care of my mental health.</li> <li>I know how to take care of my mental health.</li> <li>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>I can recognise when people are trying to gain power or control.</li> <li>I can judge whether something online is safe and helpful for me.</li> <li>I can use technology positively and safely to communicate with my friends and family.</li> </ul>	<p><b>Mental Health and Wellbeing: Resilience, stress and revision</b></p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>I am aware of my own self-image and how my body image fits into that.</li> <li>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</li> <li>I am aware of the importance of a positive self-esteem and what I can do to develop it.</li> <li>I can identify what I am looking forward to and what worries me about the transition to secondary school.</li> </ul>
<b>Religious Education (Discovery)</b>	<p><b>Islam Beliefs and Practices</b></p> <p><i>What is the best way for a Muslim to show commitment to God?</i></p> <ul style="list-style-type: none"> <li>I can describe how different practise enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</li> <li>I can explain why their might be different ways of showing commitment to God.</li> </ul>	<p><b>Christianity Christmas</b></p> <p><i>How significant is it that Mary was Jesus' mother?</i></p> <ul style="list-style-type: none"> <li>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</li> <li>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</li> </ul>	<p><b>Christianity Beliefs and Meaning</b></p> <p><i>Is anything ever eternal?</i></p> <ul style="list-style-type: none"> <li>I can explain why Christians believe some things are eternal and the difference this makes for them.</li> <li>I can give my own answers as to whether anything is eternal and give my reasons.</li> </ul>	<p><b>Christianity Easter</b></p> <p><i>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i></p> <ul style="list-style-type: none"> <li>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</li> <li>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</li> </ul>	<p><b>Islam Beliefs and Moral Values</b></p> <p><i>Is anything ever eternal?</i></p> <ul style="list-style-type: none"> <li>I can explain how believing in Akhirah (life after death) influences Muslims to do their best to lead good lives.</li> <li>I can recognise what influences me to lead a good lives and compare it to what influences Muslims to lead a good life.</li> </ul>	<p><b>Islam Beliefs and Moral Values</b></p> <p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <ul style="list-style-type: none"> <li>I can explain what is meant by stereotyping and can recognise some of the ways Muslim might be stereotyped (jihad).</li> <li>I can express my opinion on how Jihad is interpreted by some Muslim.</li> </ul>

### Outdoor Learning Opportunities:

Place	Location	Activity
School	Outside playground	Children create a piece of WW2 propaganda artwork in the style of Banksy
Seafront	By the Sovereign Centre	Geographical fieldwork - looking at erosion of beach, need for dredging, purpose of groynes.

### Visitors:

Visitor	Activity
Redoubt	Term 1 Super Start in September WW2 day with artefacts; finding out about some of the people who were in Eastbourne during WW2; giving each child a 'character' – a real person (probably a child) in Eastbourne and imagine their journey; listening to radio broadcasts from the time; looking at the realities of what it was like being evacuated, rationing etc; and craft activities.

### Cross-Curricular Texts:

Subject	Text	Title, Author and Synopsis
History - Children in WW2 Evacuation	Letters from the Lighthouse	February, 1941. After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast. Follows the journey of two evacuated siblings and their experiences living during WW2 in London and by the coast. Mysterious plot includes a missing sister, code-breaking and wartime spies.

General	Wonder	Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all? A story that teaches children all about acceptance, bravery, kindness, equality and resilience.
Geography - Physical aspects of Mountains	My Side of the Mountain	Terribly unhappy in his family's crowded New York City apartment, Sam Gribley runs away to the solitude-and danger-of the mountains, where he finds a side of himself he never knew. Set in mountainous terrain, it is a coming-of-age story of courage, independence and self-belief.