

Year Six						
Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	<p>Shackleton's Journey Personal recount of a journey Fact file Research Formal letter William Grill Research a character Biography Drama/role play/hot-seating Descriptive setting - The Sea</p> <p>Use of model texts and waggals Weekly comprehension / skills</p> <p>Broken Narrative</p>	<p>Shackleton's Journey Research animal Non-chronological report Writing in role - diary Poetic language Informal letter home Use of model texts and waggals Weekly comprehension / skills</p>	<p>The Explorer Katherine Rundell Comprehension Research Character profiles, Diary, Descriptive setting Instructions to make rainforest shelter Weekly comprehension / skills</p>	<p>The Explorer Katherine Rundell Comprehension Postcard - informal Descriptive setting, 1st person journal. Weekly comprehension / skills</p>	<p>The Highwayman Comprehension - VIPERS Grammar Figurative language, Diary, Newspaper report Dialogue Literacy shed: teeth</p>	<p>Tbc Victorians Comprehension Diary writing Persuasive leaflet Factual writing about Victorian invention/inventor Literacy shed : Alma, Titanium, So good for me</p>
Phonics SPaG	<p>SPaG Spelling - /s/6 words Punctuation - fs, ? , ! Bullet points, apostrophes for contraction, apostrophes for possession, inverted commas, commas, sentences Grammar - types of nouns, parts of speech, pronouns, possessive pronouns verbs, phrases, clauses</p>	<p>SPaG Spellings - 100 list, root words, prefixes: auto, trans, bi, tri, un, de, im, in suffixes: shun, shul Punctuation - bullet points, apostrophes for contraction, inverted commas, commas, apostrophes for possession Grammar - phrases and clauses, relative clauses & relative pronouns, adjectives</p>	<p>SPaG Spelling - 100 y5/6 spelling list, shun, shus, shul Punctuation - brackets, parenthesis, commas, dashes Grammar - prepositions standard / non standard, parenthesis, formal and informal, modal verbs, subject and object, relative clauses, passive and active voice, cause and effect conjunctions</p>	<p>SPaG Spelling - suffixes: able, ible, ably, ibly, ant and ent, ance, ence, ancy, ency, silent letters Punctuation - commas for clarity, semi colons, colons, inverted commas Grammar - active and passive voice, articles and determiners, verbs from nouns, antonym / synonym, word families, adjectives from nouns simple and progressive tenses, relative clauses /pronouns, past perfect and present perfect, subjunctive form, past progressive, present progressive</p>	<p>SPaG Spelling - able, ible, ei after c, shun sound, cial tial, ant / ent Punctuation - commas for clarity, semi colons, colons, inverted commas Grammar - active and passive voice, articles and determiners, verbs from nouns, antonym / synonym, word families, adjectives from nouns simple and progressive tenses, relative clauses /pronouns, past perfect and present perfect, subjunctive form, past progressive, present progressive</p>	<p>SPaG Revision and consolidation of ks 2 grammar and punctuation. Revisiting words from year 5 and 6 spelling list.</p>
Maths	<p>White Rose Maths</p> <p>PLACE VALUE</p> <p>ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION</p> <p>FRACTIONS</p> <p>PERCENTAGES</p> <p>AREA AND PERIMETER</p> <p>CONVERTING MEASURES</p>	<p>White Rose Maths</p> <p>RATIO</p> <p>ALGEBRA/FORMULAS</p> <p>FRACTIONS, DECIMALS AND PERCENTAGES</p> <p>ANGLES</p> <p>AREA, PERIMETER, VOLUME</p> <p>STATISTICS</p> <p>CONVERTING MEASURES</p> <p>POSITION, REFLECTION, TRANSLATION</p> <p>2D AND 3D SHAPE</p>	<p>White Rose Maths</p> <p>REVISION</p> <p>FRACTIONS, DECIMALS, PERCENTAGES</p> <p>SHAPE AND TESSELLATION</p> <p>ALGEBRA</p> <p>MONEY AND SHOPPING</p> <p>BUDGETING</p>			
Science	<p>EVOLUTION AND INHERITANCE</p> <p>What is inheritance?</p> <p>What is a characteristic?</p> <p>Which features can be passed onto offspring?</p> <p>How are animals adapted to their environment?</p> <p>What features do animals and plants need to survive?</p> <p>What is a fossil? How are they formed? What can fossils tell us?</p> <p>LIVING THINGS AND THEIR HABITATS</p> <p>How are living things classified?</p> <p>What are differences between living things in different classified groups?</p> <p>What are similarities between living things in different classified groups?</p> <p>What are your reasons for classifying living things into these groups?</p> <p>What are the 5 main broad groups?</p> <p>What different diets do living things have?</p> <p>What different types of skeletons are there?</p> <p>What is similar and different about these skeleton types?</p> <p>Can you make a classification key?</p> <p>How can we classify plants?</p>	<p>LIVING THINGS AND THEIR HABITATS</p> <p>What is a microorganism?</p> <p>Are microorganisms good or bad?</p> <p>What is an example of a microorganism?</p> <p>What are the main groups for classifying microorganisms?</p> <p>What is a food chain?</p> <p>Can you create your own food chain?</p> <p>Can you investigate microorganisms?</p> <p>ANIMALS INCLUDING HUMANS - CIRCULATORY SYSTEM</p> <p>What is the circulatory system?</p> <p>How does our heart work?</p> <p>How does exercise affect my heart rate?</p> <p>What does the blood transport around the body?</p> <p>How can I live a healthy lifestyle?</p> <p>What can damage our health?</p>	<p>LIGHT</p> <p>How does light travel?</p> <p>Which materials make the best reflectors?</p> <p>How does the eye work?</p> <p>How do shadows change during the day?</p> <p>Why do objects look different in water?</p> <p>How do mirrors work?</p>			
Geography	<p>WHY DO OCEANS MATTER?</p> <p>What is the water cycle? Describe it</p> <p>How is the ocean used for human activity?</p> <p>How does the ocean help to regulate the Earth's climate and temperature?</p> <p>What country is the Great Barrier Reef part of?</p> <p>What are the benefits of the Great Barrier Reef?</p> <p>How do humans impact the oceans?</p> <p>What are the consequences of this?</p> <p>What actions can be taken to help support healthy oceans?</p> <p>Which data collected method would be best for marine fieldwork? Why?</p> <p>Can you collect data using a tally chart, photographs and a sketch map?</p> <p>How can you safely navigate the fieldwork environment?</p> <p>How can a marine environment be improved?</p> <p>Can you present your data using a tally chart or a pie chart?</p>	<p>WHERE DOES OUR ENERGY COME FROM?</p> <p>Why is energy important?</p> <p>What are some examples or sources of energy and their trading routes?</p> <p>What are the definitions of renewable and non-renewable energy?</p> <p>What are the benefits of different energy sources?</p> <p>What are the drawbacks of different energy sources?</p> <p>What is the significance of the Prime Meridian?</p> <p>What are the human features on a digital map?</p> <p>How has transport links changes over time?</p> <p>Where are UK cities on a map?</p> <p>Can you identify and justify the location of energy sources?</p> <p>Can you design and use interview questions?</p> <p>Can you plot points on a sketch map?</p>	<p>WHAT ARE SOME ISSUES IN OUR LOCAL AREA?</p> <p>What questions can you ask to find out relevant data?</p> <p>What data collection method will be most suitable and why?</p> <p>Can you design an accurate data collection template?</p> <p>What areas along a route will be best for your data collection?</p> <p>What are the potential risks?</p> <p>What data have you collected?</p> <p>What outcomes have come from this?</p> <p>What is the enquiry process?</p>			

Year Six						
Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
History	<p>MAYA</p> <p>When and where was the Mayan civilisation? What was happening in Britain / Europe at this time? How did the Maya adapt to their varied lands and territories? How does this compare to Vikings? How have archaeologists found out about the Maya, and what do they still want to know? What was a Mayan city-state like? How is this similar/different to Roman settlements? What roles and responsibilities did a Mayan ruler have? How does this compare to other rulers we have learnt about in history?</p>		<p>MAYA</p> <p>What did the Maya eat, drink and wear? What were their belief systems? How does this compare to Viking, Christian, Roman and Greek beliefs? How was astronomy important to the Maya? Which other civilisation studied astronomy? Stonehenge? Why do historians think the Mayans were great writers? How can they be compared to Egyptian writing, Stoneage, Vikings and in other historical societies? What are the different theories about what happened to the Maya?</p>		<p>THE HISTORY OF BARROW</p> <p>Who were the Victorians? Why was Queen Victoria an important monarch? Which famous inventions came from the Victorians? How did this bring about change? What was the Industrial Revolution? How did this affect Barrow? How did the Victorians respond to the new railways? How did they contribute to the growth of Barrow? How did Barrow grow and can you find examples of Victorian architecture in our locality? Can you research one aspect of life for people in Barrow and compare this to other historical knowledge? E.g. children's lives, the role of women in society, crime and punishment etc.</p>	
	Art	<p>How do you use your sketchbook to record features of work by artists? How are your ideas for your own artwork based on the work of others? What comparisons and contrasts can you make with artists studied previously?</p> <p>How can we use basic shapes to draw? How can we create value/one and shading? How can we describe different styles of drawing? Can a doodle be art? How can we draw in a geometric style? Who is Okuda San Miguel? How do I create tones, tints and shades of a colour? How can I use analogous colours? How can I use composition to create a visual mixed media piece? How can I explore my own style of drawing and evaluate my artwork?</p> <p>What features of an artist/illustrator do you use to create my own artwork? (William Grill) Can you show control and precision over use of chosen media?</p> <p>MAYAN ART / DAN FENELON/ Can you use skills and creativity to create Christmas Crafts?</p>		<p>How do you use your sketchbook to research and identify features / elements of paintings by a well-known artist? What comparisons and contrasts can you make with artists studied previously? Can you explore and record ideas to create your own work in style of Henri Rousseau? How can you effectively use graded pencils to create value, line, textures, form? How can you use collage to create artwork in the style of Henri Rousseau? What desired effects eg. depth of colour, wet on dry, wet on wet, mixing/bleeding and blooms, can you use and develop using watercolours? Can you use water colours effectively to create your own painting?</p> <p>HENRI ROUSSEAU</p> <p>Can you use wax resist method to batik an image?</p>		<p>How do you use your sketch book to record your observations and use them to review and revisit ideas? What comparisons and contrasts can you make with artists studied previously? Can you talk about, compare, explore and reflect on the work of William Morris and other Victorian artists? How do you create a wallpaper flora/fauna image in the style of William Morris? How do you use a computer to create a repeated pattern? What can you find out about Victorian architects and architecture? Can you talk about, compare images, features of work, content and source material of Pop Art Movement. How have you developed skills in using pastels, repeated images, sculpture? Can you use patterns and controlled use of wax resist with understanding of the process?</p> <p>WILLIAM MORRIS / VICTORIAN ARTISTS / POP ART</p>
DT		<p>STRUCTURES: PLAYGROUNDS</p> <p>Can you create five apparatus designs, applying the design criteria to their work? Can you make suitable changes to your work after peer evaluation? Can you make roughly three different structures from your plans using the materials available? Can you complete your structures, improving the quality of their rough versions and applying some cladding to a few areas? Can you secure their apparatus to a base? Can you make a range of landscape features using a variety of materials which will enhance your apparatus?</p>		<p>MECHANISMS/MECHANICAL SYSTEMS: AUTOMATA TOYS</p> <p>Can you mark, saw and cut out the components and supports of your toy with a varying degree of accuracy to the intended measurements? Can you follow health and safety rules, taking care with the equipment? Can you attempt a partial assembly of your toys using an exploded-diagram, following a teacher's demonstration? Can you develop a design idea with some descriptive notes? Can you create neat, decorated follower toppers with some accuracy? Can you measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata? Can you decorate and finish the automata to meet the design criteria and brief? Can you evaluate your finished product, making descriptive and reflective points on function and form?</p> <p>ELECTRICAL SYSTEMS: STEADY HAND GAME</p> <ul style="list-style-type: none"> Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case. 		<p>DIGITAL WORLD: NAVIGATING THE WORLD</p> <ul style="list-style-type: none"> Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. Identify errors (bugs) in the code and suggest ways to fix (debug) them. Self and peer evaluate a product concept against a list of design criteria with basic statements. Identify key industries that use 3D CAD modelling and why. Recall and describe the name and use of key tools used in Tinkercad (CAD) software. Combine more than one object to develop a finished 3D CAD model in Tinkercad. <p>COOKING AND NUTRITION: COME DINE WITH ME</p> <ul style="list-style-type: none"> Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.
	Music	<p>Charanga Keyboard (& world music listening)</p> <p>Keyboard technique, note reading, rhythm, pulse, performing, playing in time, articulation etc Listen & Appraise: Gamelan orchestra from Indonesia. Talk about the importance of good technique in anything you do (football, knitting etc) and music is no different. Using all 5 fingers is important... Practise - 5-finger exercises (aim to be even and try hard to use correct fingering) // Learn - Four Tune (C, D, E) remind about hand / finger positions if possible to do. Listen & Appraise: Indian star music, remind about last week, technique etc Learn - Skipper (C, D, E). Again, try to keep hand position as well as learning notes. Some notes are written on the sheet, many aren't. Listen & Appraise: Australian aboriginal digeridoo music. Remind about last lessons. Importance of hand positions and note learning and remembering. This week an extra note from last week. Learn - Blue Grass Hop (C, D, E, F) Listen & Appraise: Southern USA - Bluegrass (Youtube: 'Southern raised bluegrass performs...'). Learn - Disco Drive (C, D, E, F, G) Listen & Appraise: Traditional Chinese music (Youtube: 'Masterpieces of Chinese Music'... from 9 mins). Learn - Tip-Toe-ing and Gliding - same tune, different articulation (spiky & smooth version of the same tune) Listen & Appraise: Equador, Pan pipe music. Throughout the topic have time for practising and performing. Revise and perform all / some pieces...</p>		<p>Charanga Classroom Jazz 2</p> <p>Overview of topic, including reminding of the Jazz 1 course in Year 5. Listening: Bacharach - Anorak. Revise note reading from last term. Begin to learn main tune from Anorak. Revise note reading from last term. Begin to learn main tune from Anorak. Listening: Speaking my Piece (Step 2) Continue to learn tune from Anorak and move on to the middle 8: Helping ch. where required with note reading and playing Listening: Take the A Train (Step 3). Last practise and then performance of Anorak in group. Offer ch. chance to perform piece on their own or small group to class. Listening: Meet the Blues (Step 4) 12 Bar Blues... Explain, give examples, Jazz, and used occasionally in pop music. Talk about the make up of chords and how and why they fit with certain notes. Ch. to practise playing an 8 bar pattern, tonic notes of the chords and try it with backing track. Begin to compose own music. Charanga, Keyboards, 8 bar blues backing track. Listening: One O'Clock Jump (Step 6). Give ch. a lead sheet with the 8 bar chord progression. Explain about chords and how to use them. Play examples. Lots of help / support esp. in writing down the composed music If time, listening to Step 5. Performances of 8 bar compositions. 3 levels: C - If haven't suitably composed, or find it difficult, play chord notes only. B - can 'play in pairs' with partner, at same time or a section each. A - Play composed music on own. Ch. to play whilst backing track is on.</p>		<p>Charanga You've Got a Friend in Me</p> <p>Introduce topic - Carole King. Written many soul music songs. Recorded some herself, but composed lots for other people. Introduce topic - Carole King. Written many soul music songs. Recorded some herself, but composed lots for other people. Listen & Appraise: You've Got a Friend, written and sung by Carole King. Begin learning the Keyboard part to accompany the song. Begin learning the song. Look at the structure of the music. Are there any patterns that you recognise as normal or strange? Listen & appraise: The Loco-Motion, sung by Eva Boyd. (Written by Carole King and Gerry Goffin). Spend time learning the glockenspiel part. Discuss notes and time values etc, but then try to find the time to learn the untuned percussion part too. Talk about how the different parts fit together - certain notes work well together. Lots of different rhythms make it interesting, too. Continue learning the song. Listen & appraise: One Fine Day, by the Chiffons. Written again by Carole King and Gerry Goffin. Recap over previous lessons and the song. Try to fit everything together for a complete performance of the song using three instrumental parts where appropriate. Listen & appraise: Up On The Roof, by the Drifters. (King & Goffin) Listen & appraise: Will You Still Love Me Tomorrow, by The Shirelles (Goffin & King) Listen & appraise: (You Make Me Feel) Like a Natural Woman, sung by Aretha Franklin, (Goffin & King) Learning and performing songs for Leavers' Assembly</p>

Year Six								
Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two		
Computing	Creating Content – Text & Multimedia Collating and organising info, create website; inc. hyperlinks, sound, vids. Review & improve. Can you choose appropriate resources? Can you make a multimedia website? Programming Scratch – open ended challenge e.g create games/ maths quiz for Y3 Do you break problems down into simple steps? Can you write / build programs in more than 1 'language'? Can you identify and correct errors in programs?		Data Handling Check data for patterns/reliability. Review how scale affects presentation of data Interpret complex data, Data protection issues Can you explain anomalies in data? Can you correct inaccuracies? Can you solve enquiries and draw conclusions from their work? 3D Printing Can you follow instructions to create model without template?		Digital Literacy Keeping data secure, sharing photos etc – loss of control Password safety, Social media safety. https://www.commonsense.org/ Are you aware of a variety of issues around keeping safe on the internet, data responsibility, copyright etc? Simulations & Spreadsheet Modelling How sims are used in real life; wolf/rabbit populations, disaster planning Can you explain patterns in the data? Can you develop your own spreadsheet? Can you calculate and enter appropriate formulae?			
	LET'S VISIT A FRENCH TOWN Make simple sentences with habiter (to live) Listen to and join in a song Recognise key words and phrases and respond Use gestures to support what they are saying Use a bilingual dictionary with support Identify places in a French town or city Listen for familiar vocabulary Recognise ordinal numbers Recognise a spelling LET'S GO SHOPPING		THIS IS FRANCE ALL IN A DAY		OUR PRECIOUS PLANET MORE TO EXPLORE			
French								
PE	OAA Are you inclusive of others, can share job roles and lead when necessary? Can you orientate a map efficiently to navigate around a course? Can you pool ideas within a group, selecting and applying the best method to solve a problem? Can you use critical thinking skills to form ideas and strategies to solve challenges? Can you work effectively with a partner and a group to solve challenges? With increasing accuracy, can you reflect on when and how successful you are at solving challenges and alter your methods in order to improve? DANCE Can you choreograph a dance and work safely using a prop? Can you lead a small group through a short warm-up routine? Can you perform dances confidently and fluently with accuracy and good timing? Can you refine the way you use actions, dynamics and relationships to represent ideas, emotions, feelings and characters? Are you able to use appropriate language to evaluate and refine your own and others' work? Can you use feedback provided to improve the quality of your work? Can you work creatively and imaginatively on your own, with a partner and in a group to choreograph and structure dances?		HOCKEY Can you create and use space to help your team? Can you dribble, pass, receive and shoot the ball with increasing control, under pressure? Are you able to select the appropriate action for the situation and make this decision quickly? Can you use marking, tackling and/or interception to improve your defence? Can you use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Can you recognise your own and others strengths and areas for development and suggest ways to improve? GYMNASTICS Can you combine and perform gymnastic actions, shapes and balances with control and fluency? Can you create and perform sequences using compositional devices to improve the quality? Can you lead a small group through a short warm-up routine? Can you use appropriate language to evaluate and refine your own and others' work? Can you work collaboratively with others to create a sequence? Do you understand how to work safely when learning a new skill? Do you understand what counter balance and counter tension is and can you show examples with a partner?		BASKETBALL Can you create and use space to help your team? Can you dribble, pass, receive and shoot the ball with increasing control under pressure? Can you select the appropriate action for the situation and make this decision quickly? Can you use the rules of the game honestly and consistently? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? Do you understand when to use different styles of defence in game situations? YOGA Are you confident to lead others, demonstrating poses and teaching them your flow? Can you use feedback provided to improve the quality of your work? Can you use your breath to transition from one pose to another with control? Can you use yoga poses to improve your flexibility, strength and balance? Do you choose poses which link easily from one to the other to help your sequence flow? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? Do you understand that there are different areas of fitness and how this helps you in different activities?		NETBALL Can you create and use space to help your team? Can you pass, receive and shoot the ball with increasing control under pressure? Can you select the appropriate action for the situation and make this decision quickly? Can you use marking, and/or interception to improve your defence? Can you use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Are you able to work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? TENNIS Can you select the appropriate action for the situation and make this decision quickly? Can you use a wider range of skills with increasing control under pressure? Can you use feedback provided to improve the quality of your work? Are you able to use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Can you recognise your own and others strengths and areas for development and can you suggest ways to improve? Do you understand that there are different areas of fitness and how this helps you in different activities?	
	TAG RUGBY Can you create and use space to help your team? Can you pass and receive the ball with increasing control under pressure? Can you select the appropriate action for the situation and make this decision quickly? Can you tag opponents individually and when working within a unit? Do you use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with my team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve?		ATHLETICS Can you compete within the rules showing fair play and honesty? Can you help others to improve their technique using key teaching points? Can you identify your own and others' strengths and areas for development and can suggest ways to improve? Can you perform jumps for distance using good technique? Can you select and apply the best pace for a running event? Can you show accuracy and good technique when throwing for distance? Do you understand that there are different areas of fitness and how this helps you in different activities? Do you use different strategies to persevere to achieve your personal best? CRICKET Can you select the appropriate action for the situation? Can you strike a bowled ball with increasing consistency and accuracy? Can you use a wider range of fielding skills with increasing control under pressure? Can you use the rules of the game consistently to play fairly? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? Do you understand and can apply some tactics in the game as a batter, bowler and fielder?					

Year Six						
Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
RHE	<p>Feeling welcome and values How to create a successful learning environment for these lessons Wellbeing and positive mindset L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss</p> <p>L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns</p>		<p>L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support</p> <p>L1 Human rights L4 Prejudice and discrimination L6 National democracy</p>		<p>Career routes Personal identity and body image</p> <p>TRANSITION</p> <p>Do you feel ready to move up to secondary schools and reassured about the changes and challenges you face?</p>	
RE	<p>ISLAMIC BELIEFS What is Islam? What is the story of Islam? What are the 5 pillars of Islam? How is Islam different to Christianity?</p> <p>CHRISTIANITY - CHRISTMAS AND GOSPEL ACCOUNTS What are main events in the Christmas story? What is interpretation? Can you interpret a situation? What are similarities and differences between Matthew and Luke's version of the Nativity? What are the main teachings within both versions of the Christmas story in the Gospels? What is the meaning of Advent? How do Christians prepare for Advent? How do Christians in different countries celebrate Christmas?</p>		<p>WHY ARE SACRED TEXTS IMPORTANT? What makes an item sacred? What are some of the different books of the Bible? Who wrote these? What is the Jewish Holy book? How is it used? What is the Muslim holy book? How is it used? What is the Muddhist Holy book? How is it used? Which religion has multiple holy books?</p> <p>JUSTICE AND FREEDOM, CONFLICT RESOLUTION Can you explain why individuals and communities may have similar and different values? Can you explain the concept of justice? Can you identify human rights related to justice and freedom? Can you describe the influence of religious beliefs on the non-violent protest movement? How might the concepts of freedom and justice conflict?</p>		<p>CREATION STORIES AND COMPARING DIFFERENT RELIGIONS Can you retell the Judeo-Christian story of Creation? Can you explain what an Abrahamic religion is? Can you compare the creation stories of the Abrahamic religions? Can you retell the Hindu creation story? Can you explain the Sikh beliefs about creation? Can you classify creation stories? Can you identify key parts of a creation story? Can you compare different types of creation stories? What are similarities and differences between some creation stories?</p> <p>RELIGIOUS ART Can you create a stained glass window? What does Islamic art represent? What patterns are found in Islamic art? Can you create an Islam geometric repeating pattern? What is a symbol? What are some Buddhist symbols? Can you create your own symbols to represent important things in your life? What is a Mandala? What does a Mandala represent? Can you create a Mandala?</p>	