

Curriculum Overview for Parents

This document provides an overview of the knowledge and skills that your child will experience in the four years that they are at Ocker Hill Academy. These knowledge and skills will be taught through a thematic or topic based structure which allows the children to be excited about the world in which they live in.

Science

Year 3 & 4

Scientific enquiry

- Start to explain how living and non-living things work
- Introduce the idea that it is important to test ideas using known evidence
- Select questions to ask from a range provided by the teacher and suggest how to find answers
- Start to suggest what sources of information they will use to answer questions
- Think about what might happen based on experience
- Think about how they can collect evidence when deciding what to do. Start to suggest the use of appropriate equipment
- With some help, carry out a fair test
- Use simple equipment and materials appropriately and safely
- Start to make relevant observations and measurements and check by repeating where appropriate
- Use ICT for data logging
- Use diagrams, simple tables, drawings, labelling and ICT to communicate results
- Make comparisons and identify patterns based on their own observations
- Start to use own observations to draw simple conclusions
- Decide if what happened matches what was predicted
- Begin to explain observations based on own knowledge and understanding
- Review their own work and that of others

Life processes

- Start to know that life processes common to humans and other animals include nutrition, movement, growth and reproduction
- Start to know that life processes common to plants including growth, nutrition and reproduction
- Start to make links between life processes in familiar animals and plants and the environment in which they are found
- Know about the functions and care of teeth
- Know about the need for a healthy and varied diet
- Know that exercise increases the pulse rate
- Know that animals and humans have skeletons and muscles
- Start to know about the main stages of the human life cycle

- Start to know about some of the effects of tobacco, alcohol and other drugs on the body
- Know about the effect of light, air, water and temperature on plant growth
- Know about the role of the leaf in producing new material for growth
- Know that the root anchors the plant and that water and minerals is transported through the stem
- Make and use simple keys
- Classify some local animals and give reasons for their choices
- Know that living things and the environment need protection and explain why
- Know that different plants and animals are found in different environments and how they are suited to it
- Make and explain food chains. Know that they usually start with a green plant

Materials and properties

- Compare everyday materials on a basis of their material properties
- Know about magnetic behaviour
- Know that some materials are better thermal insulators than others
- Know that some materials are better electrical conductors than others
- Describe and group rocks and soils on the basis of their characteristics
- Recognise differences between solids and liquids
- Describe the changes that happen when materials are mixed
- Describe the changes that occur when materials are heated or cooled
- Know that temperature is a measure of hot or cold things are
- Start to know about reversible and irreversible changes e.g. melting and freezing, making toast, jelly etc.
- Know how to separate solid particles by sieving
- Begin to know that some solids dissolve in water and others will not
- Start to separate solids by filtering
- Begin to know that dissolved solids can be recovered by evaporating the liquid

Physical processes

- Know how to construct a simple circuit including a battery, switches and other devices
- Know that the number or type of components in a series circuit can make bulbs brighter or dimmer
- Represent a circuit by drawings and conventional symbols
- Know about the forces of attraction and compulsion between magnets and their magnetic materials
- Start to understand about friction including air resistance as a force that slows moving objects and may prevent objects from starting to move
- Know that when objects are pushed or pulled an opposing push or pull can be felt
- Know how to measure forces and identify the direction in which they act
- Know that light travels from a source
- Know that light cannot pass through some materials and how this leads to the formation of shadows

- Know that light is reflected from surfaces
- Know that we see things only when light from them enters our eyes

Years 5 & 6

Scientific Enquiry

- Know that science is about thinking creatively to try to explain how living and non-living things work and to establish links between causes and effects
- Know that it is important to test ideas using evidence from observation and experiment
- Ask questions that can be investigated scientifically and decide how to find answers
- Consider what sources of information they will use to answer questions
- Think about what might happen or try things out when deciding what to do, what kind of evidence to collect and what type of equipment to use
- Know how to make a fair test or comparison by changing one factor and observing the effect while keeping the other factors the same
- Use equipment and materials appropriately and take action to control risks
- Make systematic observation and measurements including the use of ICT for logging
- Check observations and experiments by repeating them where appropriate
- Use a wide range of methods to communicate data in an appropriate manner
- Make comparisons and identify simple patterns and associations in experiments and data
- Use observations, measurements or other data to draw conclusions
- Decide whether these conclusions agree with any prediction made and whether they enable any further predictions to be made
- Use scientific knowledge and understanding to explain observations, measurements, other data and conclusions
- Review their work and the work of others and describe its significance and limitations

Life processes

- Know that life processes common to humans and other animals include nutrition, movement, growth and reproduction
- That life processes common to plants include growth, nutrition and reproduction
- Make links between life processes in familiar animals and plants and the environments in which they are found
- Know about the need for food for activity and growth and about the importance of an adequate and varied diet for health
- Know that the heart acts as a pump to circulate the blood through vessels around the body including through the lungs
- Know about the effect of exercise and rest on the pulse rate
- That humans and some other animals have skeletons and muscles for support, protection and to help them move
- Know about the main stages of the human life cycle (and some animals)
- Know about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health
- Know about the importance of exercise for good health

- Know the effect of light, air, water and temperature on plant growth
- Know about the role of the leaf in producing new material for growth
- Know that the root anchors the plant and that water and minerals is taken in by the root and transported through the stem
- Know about the parts of the flower and their role in the life cycle of flowering plants including pollination, seed formation, seed dispersal and germination
- Make and use keys
- Know how locally occurring animals and plants can be identified and assigned to groups
- That the variety of plants and animals make it important to identify them and assign them to groups
- Know about ways in which living things and the environment need protection
- Know about different plants and animals found in different habitats
- Know how animals and plants in two different habitats are suited to their environment
- Use food chains to show feeding relationships in a habitat
- Know about how nearly all food chains start with a green plant
- That micro-organisms are living organisms that are too small to be seen and may be beneficial or harmful

Materials and their properties

- Be able to identify the properties of different materials and relate them to everyday uses
- Know the differences between solids, liquids and gases in terms of ease of flow and maintenance of shape and volume
- Be able to predict and describe the changes that occur when materials are mixed
- Predict and explain the changes that occur when materials are heated or cooled
- Know about reversible changes including dissolving, melting, boiling, condensing, freezing and evaporating
- Know the part played by evaporation in the water cycle
- Know that non reversible changes result in the formation of new materials that may be useful
- That burning materials results in the formation of new materials and that this change is not usually reversible
- Know that some solids dissolve in water to give solutions but some do not
- Know how to separate solids from liquids by filtering
- Know how to recover dissolved solids by evaporating the liquid from the solution
- Use knowledge to decide how mixtures might be separated
- Know how to construct more complex circuits –series and parallel and represent them by drawing and symbols
- Know how to construct a circuit from drawings and diagrams
- Know that objects are pulled downwards because of the gravitational attraction between them and the earth
- Know that the sun, earth and moon are approximately spherical
- How the position of the sun appears to change during the day and how shadows change as this happens

- How day and night are related to the spin of the earth on its own axis
- That the earth orbits the sun once every year and that the moon takes approximately 28 days to orbit the earth
- Know that sounds are made when objects vibrate but they are not always directly visible
- How to change the pitch and loudness of sounds produced by some vibrating objects
- That vibrations from sound sources require a medium through which to travel to the ear

History

Year 3 & 4

Chronological understanding

- Start to place events and people into correct periods of time
- Start to use vocabulary relating to the passing of time including BC, AD, century, modern and ancient

Knowledge and understanding

- Know about the characteristic features of the period and society studied such as the experiences and beliefs of people from the past through drama, writing, pictures etc.
- Know about the social diversity of the societies studied in Britain and the wider world
- To identify and describe the main events and changes within the period and society studied

Interpretation

- Use primary and secondary sources to identify different ways in which the past is represented e.g. video, pictures, internet, books etc. and begin to give reasons

Enquiry

- Know how to find out about events, people and changes using research skills such as interpreting pictures, asking questions about artefacts and use sources such as books, internet etc.
- Ask and answer questions – what questions can we ask about this object to help us find out about it? And start to select and record from information provided by the teacher

Organisation and communication

- Start to recall, select and organise historical information provided by the teacher
- Use appropriate historical vocabulary to describe the period being studied e.g. the Egyptians
- Communicate their knowledge and understanding about the period being studied in a variety of ways – drama, ICT, writing e.g. through a group book, reporting, presentation to another class

Year 5 & 6

Chronological understanding

- Place events and people into correct periods of time. Start to recognise and give reasons for changes
- Start to use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade, specific dates

Knowledge and understanding

- Know about the characteristic features of the period and society studied such as the experiences and beliefs of people from the past and start to examine the attitudes and motives through drama, writing, pictures etc.
- Know about the social, cultural and religious diversity of the societies studied in Britain and the wider world
- To identify and describe why historical situations and events occurred and give reasons for them
- Describe and start to make links between the main events and changes within the period and society studied and look at the results of these events. Talk about similarities and differences

Interpretation

- Use primary and secondary sources to identify different ways in which the past is represented and interpreted by different people and why people have different opinions e.g. video, pictures, internet, books etc. and begin to give reasons
- Know how to find out about events, people and changes using research skills such as interpreting pictures, listening to music, asking questions about artefacts and using sources such as books, documents, internet etc. to answer specific questions. Start to suggest their own areas of inquiry using independent research skills working as part of a group

Enquiry

- Know how to find out about events, people and changes using research skills such as interpreting pictures, asking questions about artefacts and use sources such as books, internet etc. to answer specific questions. Suggest their own areas of inquiry using independent research skills working independently and as part of a group
- Ask and answer more complex questions – what questions can we ask about this object/situation to help us find out about it? And select and record from information from different sources including visits, books, video etc.

Organisation and communication

- Recall, select, combine and organise historical information and know where to find it and how to use it
- Use a wider historical vocabulary to describe the period being studied e.g. the Egyptians

- Communicate their knowledge and understanding about the period being studied in a variety of ways – drama, ICT, presentation of extended study

Geography

Year 3 & 4

Geographical enquiry and skills

- Ask geographical questions e.g. what is this place like? How could it be better? How do we know?
- Start to collect and record evidence through photographs, simple graphs, drawings, surveys
- Begin to analyse evidence and start to draw conclusions such as land use in the town or local area
- Start to identify different views that people hold, including themselves about topical issues
- Communicate in ways appropriate to the task and audience e.g. displays simple presentation to another class, writing, pictures etc.
- Use appropriate geographical vocabulary – transport, climate, industry, features, hot, cold, east and west, compass
- Use appropriate fieldwork skills e.g. use the digital camera, make simple plans, labelled drawings
- Use globes, maps and atlases plans to identify particular places locally and globally
- Start to select from secondary sources provided by the teacher – photographs, video, stories, pictures, basic research skills such as searching the contents pages, the internet etc.
- Begin to draw maps and plans introducing scale e.g. plan of the class room
- Decision making skills – how to improve school environments, debates

Knowledge and understanding of places

- Identify and describe what places are like in terms of weather, employment etc.
- The location of places and environments and other significant places and environments
- Describe where places are using globes, atlases, maps etc.
- Start to explain why places are like they are and begin to think about how it might change in the future e.g. how and why local places change, changes in the weather
- Describe how places are similar to and different from other places in the same country and elsewhere in the world
- Start to recognise how places fit in a wider geographical area

Knowledge and understanding of patterns and processes

- Begin to recognise patterns made by individual physical and human features
- Recognise some physical and human processes – road works, pollution

Environmental change and sustainable development

- Start to recognise how people can improve and damage the environment through debate, role play etc.

Year 5 & 6

Geographical enquiry and skills

- Ask geographical questions e.g. what is this place like? How could it be better? How do we know? How do people use this place
- Collect and record evidence through photographs, graphs, drawings, surveys. Select an appropriate method
- Analyse evidence and start to draw conclusions such as population data
- Identify different views that people hold, including themselves about topical issues
- Communicate in ways appropriate to the task and audience e.g. displays simple presentation to another class, writing, pictures etc.
- Use appropriate geographical vocabulary confidently and accurately – transport, climate, industry, features, hot, cold, east and west, compass
- Use appropriate fieldwork skills, techniques and instruments e.g. use the digital camera, make simple plans, labelled drawings
- Use globes, maps and atlases and plans at a range of scales to identify particular places locally and globally
- Use and select from secondary sources independently – photographs, video, stories, pictures, basic research skills such as searching the contents pages, the internet etc.
- Draw maps and plans at a range of different scales and using appropriate symbols and keys
- Decision making skills – decide what measures are needed to improve an environment, debates

Knowledge and understanding of places

- Identify and describe what places are like in terms of weather, employment etc.
- The location of places and environments and other significant places and environments
- Describe where places are using globes, atlases, maps etc. identify specific geographical features
- Start to explain why places are like they are and begin to think about how it might change in the future e.g. how and why local places change, changes in the weather
- Describe how places are similar to and different from other places in the same country and elsewhere in the world
- Recognise how places fit in a wider geographical area and are interdependent e.g. industry and commerce near the motorway

Knowledge and understanding of patterns and processes

- Recognise and explain patterns made by individual physical and human features
- Recognise some physical and human processes and explain how these can cause changes in places and environments

Knowledge and understanding of environmental change and sustainable development

- Recognise how people can improve and damage the environment and how decisions about places and environments affect the future qualities of people's lives

- Recognise how and why people may seek to manage environments sustainably and to identify opportunities for their own involvement

Art & Design

Years 3 & 4

Exploring and developing ideas

- Start to use a sketchbook to records from experience and imagination. Start to select and record from first hand observation and from resources supplied by the teacher. Start to explore ideas for different purposes for example select appropriate materials for a given task
- Select appropriately from a range of source material provided by their teacher to use in their work
- Start to collect visual and other information in a sketchbook to help develop ideas. For example collect pictures of plants, leaves and colour charts to inform work on painting a rainforest

Investigating and making

- Start to investigate and combine visual and tactile qualities of materials and process. With support match these qualities to the purpose of the work
- Apply previous knowledge of tools and materials to demonstrate developing control of tools and techniques
- Use a variety of methods and approaches in drawing, painting, textiles, 3D work to communicate observations ideas and feelings
- Work as an individual as part of a pair and a group to develop work
- Work on a variety of scales

Evaluating and developing work

- Talk about and identify the similarities and differences between their own work and that of others saying what they think and feel about it
- Start to adapt their work with support from the teacher and describe how they might develop it further

Knowledge and understanding

- Learn about how the visual and tactile elements explored in KS1 can be combined and organised
- Learn about material and processes developing from KS1 and how these can be matched to different intentions
- Look at the roles and purposes of art and artists working in different times and cultures

Years 5 & 6

Exploring and developing ideas

- Use a sketchbook to record from experience and imagination. Select and record from first hand observation and from resources supplied by the teacher. Explore ideas for different purposes for example select appropriate materials for a given task
- Select appropriately from a range of source material provided by their teacher to use in their work. Question and make thoughtful observations about starting points
- Collect visual and other information in a sketchbook to help develop ideas. For example collect pictures of plants, leaves and colour charts to inform work on painting a rainforest

Investigating and making

- Investigate and combine visual and tactile qualities of materials and processes confidently. Match these qualities to the purpose of the work
- Apply previous knowledge of tools and materials to demonstrate developing control of tools and techniques. Develop more confidence in using a range of tools correctly
- Use a variety of methods and approaches in drawing, painting, textiles, 3D work to communicate observations ideas and feelings
- Work as an individual as part of a pair and a group to develop work
- Work on a variety of scales

Evaluating and developing work

- Compare and comment on ideas, methods and approaches in their own and others work and relate these to the context of the work
- Adapt and improve their work to realise their own intentions and describe how they might develop it further

Knowledge and understanding

- Learn about how the visual and tactile elements and how these are combined and organised for different purposes
- Learn about material and processes and how these can be matched to ideas different intentions
- Look at the roles and purposes of art and artists working in different times and cultures

Music

Year 3 & 4

Performing skills

- Sing songs, in unison and two parts with increasing control of pitch and expression
- Play unstruck and struck instruments with increasing control and rhythmic accuracy
- Rehearse and perform with others. Present work to other groups or another class. Use appropriate volume control

Composing skills

- Develop secure rhythmic and melodic material
- Explore musical ideas and structures such as the ABA pattern
- Combine and organise musical ideas to create a performance with more than one performer

Appraising skills

- Begin to analyse through set criteria e.g. which instruments are playing
- Compare sounds – pitch, volume etc. compare contrasting sounds
- Explore and explain their own ideas and feelings about music using movement, dance and increasing expressive language
- Improve their own and others work in relation to set criteria

Listening and applying knowledge and understanding

- Listen to different pieces from different times and cultures with growing ability to internalise and recall sounds with increasingly accurate aural memory
- Know how music is produced in different ways by starting to use standard notation
- Know how time and place can influence the way music is performed

Year 5 & 6

Performing skills

- Sing songs, in unison and two parts with clear diction and a sense of phrase. Demonstrate an increasing control of pitch and expression
- Play unturned and tuned instruments with increasing control and rhythmic accuracy
- Rehearse and perform with others with an awareness of the audience. Evaluate work from the point of view of the audience

Composing skills

- Develop secure rhythmic and melodic material
- Explore musical ideas and structures such as the ABA pattern
- Combine and organise musical ideas to create a performance that demonstrates a variety of skills and different effects

Appraising skills

- Begin to analyse music using an appropriate musical vocabulary
- Compare sounds or music that convey a similar mood
- Explore and explain their own ideas and feelings about music using movement, dance and increasing expressive language
- Improve their own and others work in relation to set criteria made by the group before they start composing

Listening and applying knowledge and understanding

- Listen to different pieces from different times and cultures with growing ability to internalise and recall sounds with increasingly accurate aural memory and attention to detail
- Know how musical elements can be combined to create different effects such as pitch, duration, dynamic, tempo, texture, silence and timbre
- Know when there is a need to use standard notation and use it confidently
- Know how time and place can influence the way music is created and performed

Design and technology

Year 3 & 4

Developing, planning and communicating ideas

- Begin to generate ideas for products after thinking about who will use them and what they will be used for selecting from information provided by teacher
- Develop ideas and start to explain them. Start to put together a design brief detailing what they want their product to do
- Start to plan what they have to do using a simple sequence of actions, labelled sketches and prototypes
- Begin to communicate simple design ideas in different ways as these develop, talking about aesthetic qualities and the purpose for which the product is intended

Working with tools, equipment, materials and components to make quality products

- Select appropriate tools and techniques for making their product as set by the teacher
- Start to suggest an alternative way of making a product
- Explore the sensory qualities of a wider range of materials and how to use appropriate materials and processes
- Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials with increasing accuracy
- Understand and follow safe procedures for food safety and hygiene
- Understand and follow safe procedures for using a range of tools

Evaluating processes and products

- Begin to reflect on the progress of their work as they design and make, identifying ways they could improve their products
- Carry out appropriate tests as suggested by the teacher before making any improvements
- Begin to recognise that the quality of the product depends on how well it is made and how well it meets its intended purpose

Knowledge and understanding of materials, tools and processes

- Begin to recognise how the working characteristics of materials affect what they are used for
- Begin to explore how materials can be combined and mixed to create useful properties

- Begin to explore how mechanisms such as levers, pivots and cogs can be used to make things move in different ways using a range of equipment
- Know how electrical circuits, including those with simple switches can be used to achieve results that work

Breadth of study

- Start to investigate and evaluate a range of familiar products thinking about how they work (disassembly), how they are used and the views of people who use them
- Carry out focussed practical tasks set by the teacher as appropriate to the design brief
- Design and make using the range of materials including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials and textiles

Year 5 & 6

Developing, planning and communicating ideas

- Generate ideas for products after thinking about who will use them and what they will be used for selecting from information from a variety of sources
- Develop ideas and start to explain them clearly. Put together a design brief detailing what they want their product to do
- Plan what they have to do using a simple sequence of actions and alternatives if needed, labelled sketches and prototypes. Demonstrate an awareness of design constraints
- Communicate design ideas in different ways as these develop, talking about aesthetic qualities and the uses and purposes for which the product is intended

Working with tools, equipment, materials and components to make quality products

- Select appropriate tools and techniques for making their product
- Suggest an alternative way of making a product if the first attempts fail
- Explore the sensory qualities of a wider range of materials and how to use appropriate materials and processes. Be aware of possible constraints
- Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately
- Use appropriate skills for using finishing techniques and strengthen and improve the appearance of the product using a range of equipment and tools
- Understand and follow safe procedures for food safety and hygiene
- Understand and follow safe procedures for using a range of tools

Evaluating processes and products

- Reflect on the progress of their work as they design and make, identifying ways they could improve their products
- Carry out appropriate tests before making any improvements
- Recognise that the quality of the product depends on how well it is made and how well it meets its intended purpose
- Recognise how well products meet social, economic and environmental considerations

Knowledge and understanding of materials, tools and processes

- Recognise how the working characteristics of materials affect what they are used for
- Explore how materials can be combined and mixed to create useful properties

Breadth of study

- Investigate and evaluate a range of familiar products thinking about how they work (disassembly), how they are used and the views of people who use them
- Carry out focussed practical tasks as appropriate to the design brief that develop a range of techniques, skills, processes and knowledge
- Design and make using the range of materials including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials and textiles

Physical Education

Year 3 & 4

Acquiring and developing skills

- Consolidate existing skills and learn new ones – for games start to play small team competitive games, modify rules, play co-operatively, for dance use a growing range of movement patterns
- Perform actions and skills with more consistent control

Selecting and applying skills

- Begin to plan, use and adapt strategies, tactics and compositional ideas in small groups or pairs for different activities
- Use previous knowledge to improve tactical games and movement sequences
- Begin to understand the need to apply basic rules
- Use previous knowledge to create more complex dance sequences such as using a variety of dynamics in one dance
- Select and use a wide range of stimuli
- Select the best tactic to use in playing attacking and defending games
- Work co-operatively to create and play games
- Create and perform a sequence of movements with a clear beginning, middle and end on the floor and using apparatus
- Experiment with different levels, speeds and directions in sequences
- Move and float in a variety of ways safely in water with and without aids
- Take part in simple athletic challenges designed by the teacher
- To know and use basic running, jumping and throwing techniques
- Start to understand the need for the pacing of activities
- Take part in simple activity challenges in familiar surroundings
- Work with others to solve problems in outdoor activities

Evaluating and improving

- Start to identify what makes a performance effective by comparing and copying what others have done. Use subject specific vocabulary
- Suggest improvements to their own and others work
- Use appropriate equipment to measure and record performance

Fitness and health

- Begin to know how exercise affects the body and why physical activity is good for their health
- Warm up and cool down appropriately
- Know why they should wear appropriate clothing for PE

Year 5 & 6

Acquiring and developing skills

- Consolidate existing skills and learn new ones – for games start to play small and large team competitive games, follow standard rules, invent games, play co-operatively, for dance use a range of movement patterns
- Perform actions and skills with more consistent control and quality

Selecting and applying skills

- Plan, use and adapt strategies, tactics and compositional ideas in small groups, small and full teams, pairs and as an individual for different activities
- Use and select skills and ideas to improve and develop tactical games and movement sequences
- Understand the need to and apply rules and conventions for a variety of games
- Create more complex dance sequences as an individual and as part of a group
- Select, use and respond to a wide range of stimuli for dance
- Select from a variety of tactics to use in playing attacking and defending games
- Work co-operatively when playing team games. Work with others to create, organise and play games
- Create and perform a fluent sequence of movements including a clear starting and finishing position on the floor and using apparatus
- Use a variety of levels, speeds and directions in all movement sequences
- Move and float in a variety of ways safely in water unaided
- Swim unaided using a recognised stroke of at least 25 metres
- Know about personal water survival skills and safety in water
- Take part in athletic challenges designed by themselves demonstrating appropriate speed, power and stamina. Take part in competitive challenges
- To use running, jumping and throwing techniques correctly, safely and accurately singly and in combination
- Understand the need for the pacing of activities
- Take part in activity challenges in unfamiliar and changing surroundings e.g. orienteering

- Work co-operatively with others and as an individual to use problem solving skills in outdoor activities

Evaluating and improving

- Identify what makes a performance effective by comparing and copying what others have done. Use subject specific vocabulary
- Suggest improvements to their own and others work
- Use appropriate equipment to measure and record performance

Fitness and health

- Know how exercise affects the body and why physical activity is good for their health
- Warm up and cool down appropriately
- Know why wearing appropriate clothing and being hygienic is good for their health and safety

RE

Year 3 & 4

Religious Briefs, Teachings and Sources

- Describe what a Holy Book says about a Key Leader
- Reflect on the meanings of stories

Religious Practices

- Describe how some festivals are celebrated
- Make simple links between different religions
- Start to connect stories and beliefs and what happens at religious festivals

Religious and spiritual communication and Expression

- Describe the lives of some religious people
- Make links between worship and belief

Questions and answer about identity

- Describe the lives of some religious leaders
- Reflect on the beauty of the world and what people say about God as creator

Questions and Answers about Meaning and Truth

- Recognise and think about the fact that there are many puzzling questions about life and God
- Make links between stories in sacred books
- Explore feelings and emotions about the texts

Beliefs, Values and Commitments

- Explain some of the faiths in the local area and how this affects people's lives
- Start to connect ideas and beliefs with behaviour and kindness

Year 5 & 6

Religious Briefs, Teachings and Sources

- Connect stories about key leaders about beliefs in specific religions
- Make connects between own beliefs and those explained in stories

Religious Practices

- Reflect on what is worth celebrating in own life and in the community
- Make links between different religions and what is good for everyone e.g. The Ten Commandments

Religious and spiritual communication and Expression

- Connect symbols to their meanings in art works
- Reflect on own ideas about spiritual ideas in creative ways

Questions and answer about identity

- Connect ideas and ways of life to a particular religion
- Make links between religions and own ideas and life

Questions and Answers about Meaning and Truth

- Describe some teachings about some sacred texts and explain their core beliefs
- Make links between feeling and emotions in stories and in their own lives

Beliefs, Values and Commitments

- Describe impact of following a specific religion for people today. Use an appropriate subject specific vocabulary