Curriculum Implementation: Year group __6__

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Crime and Punishment through time		Ancient Greeks		Raging Rivers and magnificent mountains	
Science	**Living things** - exploring conditions for life and what makes something 'alive' and 'not alive'. - grouping trees based on features of their leaves. Introducing classification keys to explore local environment and identify different trees and collect data. - Building on previous lesson and beginning to group animals introducing key terminology vertebrate, invertebrate, mammal, reptile, birds, fish, insects etc. sorting into groups. - exploring classification keys and creating own. - exploring microorganisms. Observing fungi and drawing observations.	**Animals including humans** - learn about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma. - Create an information text on the human circulatory system using what they have learned. - explaining how the human heart works and creating their own diagram, showing how blood is pumped around the body. - describe the functions of red blood cells, white blood cells, platelets and plasma, and create a pie chart showing the percentage of each component by volume in a typical sample of blood. Making their own 'blood'	**Evolution and inheritance** - Understanding adaptation in plants. Looking at key features of different environments. Describing how some plants are adapted to their environment. - explaining how some animals are adapted to their environment. - learning that over time, the process of natural selection can cause a range of beneficial traits (adaptations) to build up in a population. Explaining the survival advantage that they provide. Researching their	**Electricity** - constructing and drawing simple series circuits using scientific symbols. - Children look at circuit diagrams and predict how bright the bulbs will be in each circuit. Using simple apparatus, they construct the circuits shown in the diagrams and test their predictions. - Children focus on which components make a circuit work. Investigating their own scientific questions and drawing conclusions from their investigations. - finding out about renewable and	**Light** - identifying light sources and explaining how light travels. - investigating reflective materials - finding out about how the human eye works and creating and labelling their own diagram of a human eye. - Children investigate what happens to its shadow when an object is moved towards a light source. They predict and then measure the width of an object's shadow at different distances from the light source. Children record their information in a	

Curriculum Implementation: Year group __6__

	Finding out about harmful and helpful microorganisms. Researching different types of microorganisms and making notes. - investigating mould. Exploring how to create a fair test and choosing variables to investigate the conditions which help mould to grow. - observing mould development over a series of days and making notes about the changes they observe. - finding out about the life and work of karl Linnaeus and using the Linnaean system to classify living things.	representing the different components. - learning to measure their heart rate in beats per minute (bpm) by taking their radial pulse. They take and record their resting heart rate, then perform a vigorous exercise and measure their heart rate afterwards at an interval of 1 minute for 8 minutes. Children record their results in a table and transfer them to a line graph. Children interpret their results, discussing how their heart rate changed over time and why. - Children learn about the short and long-term effects of alcohol consumption. - Children discuss why people drink alcohol if it has negative health effects. - Children carry out a survey, using a tally chart to find out the	own animal and creating a fact file about their adaptations. - finding out about the life and work of Charles Darwin. - exploring natural selection and how this process changes a population over time. - Investigation into 'Darin's finches' examining different birds beaks and how the birds have adapted to the environment. Children make predictions about which 'beaks' might be the best for picking up 'seeds' and completing a fair test to explore their ideas. - finding out about the work of Mary Anning and her work with fossils.	non-renewable energy and creating information texts explaining the differences.	table and use it to create a line graph. They attempt to explain the relationship between distance and shadow width. - Children learn how mirrors work and learn that light travels in straight lines and can be made to follow a path by placing mirrors in its path. Solving problems using mirrors.	

Curriculum Implementation: Year group __6__

		worst side effect of smoking. - Children learn about the many benefits of physical exercise, and identify some aerobic exercises. Children carry out a survey, identifying the most popular forms of exercise in their class or school. They identify the most popular forms of exercise and suggest ways in which they can be promoted in school.	Learning about how fossils are formed and what they can tell us.			
Reading	Discussion read linked to class text – Goodnight Mr Tom. Comprehension lessons covering fiction and non-fiction linked to theme, inc. The Queen's Spy. Comparing fiction and non-fiction texts. Reading Plus		Discussion read linked to class text – Who let the Gods out. Comprehension lessons covering fiction and non-fiction linked to theme. Comparing fiction and non-fiction texts. Reading Plus		Discussion read linked to class text – Kensuke's Kingdom. Comprehension lessons covering fiction and non-fiction linked to theme. Comparing fiction and non-fiction texts. Reading Plus	
Writing	**The Highwayman 'I am poem'** Exploring figurative language – simile, metaphor, alliteration, personification, onomatopoeia.	**The Highwayman narrative recount** Hook – Highwayman film clip/song adaptation. Ordering stills to develop understanding of the poem.	**Trojan War diary** Hook- act out the events of the Trojan war using puppets. Features – looking a features of a diary entry.	**Greek Myths** Hook – creating a story bag and story map for our own Greek myth. Features – looking at the features of a Greek myth.	**Explanation of the water cycle.**	**Alma recount**

Curriculum Implementation: Year group __6__

	Looking at character of the highwayman, linked to research in history about Highwaymen. Looking at describing personality and appearance. Looking at the format of an 'I am' poem and analysing the layout and language features. Writing own 'I am' poems, editing and presenting. Non chronological report Victorian prisons Hook – role play on life as a Victorian prisoner. Features – identifying features of a non-chronological report. Researching information and making notes about cells, hard labour, food and punishments. Planning, writing and editing their own report.	Features –identifying the features of a narrative recount. Planning and writing their own version of the Highwayman in third person. Writing descriptions of the setting, developing mood and atmosphere in their writing and descriptions. Writing and editing their own narratives of the highwayman. Presenting final piece in pink books.	Planning, writing and editing a diary entry of the Trojan war from a character's point of view. Presenting final piece in pink books.	Planning, writing and editing their own Greek myth with a focus on setting and character descriptions. Presenting final piece in pink books.		

Curriculum Implementation: Year group __6__

	Looking at presentation in a double page spread – layout features. Presenting final piece in pink books.					
Spelling	Using the Soundswrite approach, teaching the following sounds: /ae/, /u/, /ee/, /ow/, /i/, /oe/	Using the Soundswrite approach, teaching the following sounds: /n/, /er/, /i/, /ow/, /j/, /ul/	Using the Soundswrite approach, teaching the following sounds: /f/, /m/, /aw/, /o/, /p/, /r/	Using the Soundswrite approach, teaching the following sounds: /air/, /s/, /eer/, /chuh/, /shun/, /zhun/	Using the Soundswrite approach, teaching the following sounds:	Using the Soundswrite approach, teaching the following sounds.
Maths	**Place Value** -Developing an understanding of ways to represent numbers in models (e.g. bar modelling, place value charts, partitioning, part whole models) -Reading and writing numbers -Understanding place value in numbers to 1,00,000 -Estimating numbers on number lines and empty number lines. -Rounding numbers	**Statistics** -Use data gathered in geography to construct tables and charts. -Analyse data and charts and answer questions involving comparison, sum and difference. **Multiplication and division** -understand and identify multiples, factors and prime numbers.	**Area and Perimeter** -revisit methods for finding area and perimeter of rectilinear shapes -find area and perimeter using measurements given -identify missing measurements - calculate the area and perimeter of triangles, parallelograms	**Measuring** - recognise, read and write all metric measures for length, mass and capacity. - developing estimation skills in a context. - convert metric measures of length and mass. Children convert between both ways e.g. metres to centimetres and vice versa.	**Statistics** - explore simple line graphs and information that can be gathered from them. - draw line graphs accurately using given information. - explore dual bar graphs and explore the different information that can be gathered from them.	**Problem solving and consolidation activities**

Curriculum Implementation: Year group __6__

	-Applying knowledge to a range of reasoning and problem solving questions **Addition and subtraction** -Mental strategies for addition, using a range of strategies when playing maths games and solving problems -Column addition/subtraction involving numbers over 4 digits involving carrying/borrowing. -Missing number problems with reasoning questions -Developing vocabulary through application to real life problems.	-develop fluency in written methods for multiplication and division -solve problems involving multiplication and division. -solve problems involving all 4 operations -develop understanding of vocabulary and strategies for problem solving	-investigate shapes with the same areas but different perimeters **fractions** -revise key vocabulary -revisit equivalent fractions -use a range of resources to compare and order fractions - solve reasoning and problems involving equivalent fractions - add and subtract fractions with different denominators -convert mixed numbers to improper fractions and vice versa -add and subtract mixed numbers	- apply conversion skills to solve measurement problems in a context. Use pictorial representations such as bar models and number lines to support them and apply their knowledge of the four operations. - develop an understanding of miles and kilometres and explore the relationship between the two. - Children learn that one mile is a greater distance than 1km and that 5 miles is approximately equivalent to 8km. - Children need to know that the symbol “≈” means	- recognise the importance of a key. - look at simple pie charts to identify the greatest and least amounts. - looking at the total number represented in a pie chart to work out what each part is worth. - introduce children to pie charts with percentages, knowing the whole is worth 100%. - using percentage knowledge to work out other values. - solve problems involving data **Shape** - recapping types of angles. - using protractors to measure angles	

Curriculum Implementation: Year group __6__

			-multiply and divide fractions by integers -multiply and divide fractions by fractions -solve problems involving fractions **Decimals** - understand place value in numbers with up to 3 decimal places -multiply and divide decimal numbers by 10, 100 and 1000 -multiply and divide decimals by integers -compare decimal and fraction equivalents. **Percentages** -identify fractions and percentages of amounts -solve problems involving fractions and percentages	"is approximately equal to". - Explore imperial measures and the relationship between metric and imperial. - Children learn approximate conversion facts e.g. 1 inch ≈ 2.5cm - solve problems involving conversions and apply their knowledge of conversion facts. **Ratio** **- Children are introduced to the idea of ratio representing a multiplicative relationship between two amounts. Children see how one value is related to another by making simple**	- using estimation as a checking strategy. - calculate missing angles within a right angle. - revisit angles on a straight line and around a point. - understand what vertically opposite angles are. **- understand that vertically opposite angles are formed when two straight lines cross, and if either of the lines are not straight, then the angles formed are not vertically opposite.** **- calculate angles in a triangle including missing angles.** **- explore angles in different quadrilaterals.** **- explore angles in other polygons**	

Curriculum Implementation: Year group __6__

				comparisons, such as: "For every 2 blue counters, there are 3 red counters." - introduce the colon to compare the relationship between multiplicative values. - explore the similarities and differences between ratio and fractions. - solve problems involving ratio.	- develop their knowledge of circles, understanding the terms diameter, radius and circumference. - explore nets of 3d shapes, focussing on practical exploration of cube nets. - solve problems involving shape.	
SPaG	Planned from assessments based on SPaG tracker					
Geography						
Art		**Sketching** - analysing drawings from other artists: how is mood and atmosphere created?		**Sculpture** - Discuss and analyse a variety of sculptures and respond		**Paint**

Curriculum Implementation: Year group __6__

		- exploring ways to create tone and texture using a pencil. - Experimenting with different grades of pencil to create light and shade in drawings. - creating sketches inspired by the poem 'The Highwayman', using graphite, different grades of pencil, charcoal and chalks to create mood and atmosphere in their drawings. Banksy - links to P4C - discuss work of Banksy describing likes and dislikes, materials he uses and his inspiration - creating sketch book pages about the artist including research about Banksy and his work as well as responding to his artwork.		- Researching Lucie Rie (Sculptor) and creating sketch book pages about the artist. - Researching Greek vases and sketching ideas from pottery from the past. - using junk material and mod rok to create own Greek vase sculpture. Developing skills in combining materials into recognisable shapes influenced by the work of others. - using paint to add their own designs onto the vase linked to their learning on the ancient Greeks (e.g. myths, daily life etc.)		

Curriculum Implementation: Year group __6__

History	<u>Crime and Punishment</u> Children learn about the crimes and punishments in Roman times and how their vocabulary is still used today. Children learn about crimes and punishments in Anglo -Saxon times and compare with today. Children learn about crimes and punishments in Tudor times. Children learn about the Highwayman Dick Turpin by looking at a range of primary and secondary sources. Children carry out hard labour tasks from a Victorian Prison and write about how this felt. (Also hook for piece of writing on prisons). Children learn about crime and punishment comparing it to the past – which is fairer? Children then put all their learnt events on a crime and punishment timeline, adding illustrations Extra lesson on Guy Fawkes and the Gunpower Plot – 5th November. Extra lessons on the Pendle Witches for those children not on the residential. Researching the events and debating whether their punishment was fair.		<u>Ancient Greeks</u> Children learn about when the ancient Greeks were in comparison to other studied historical periods. Children order significant events in the period taking notice that they are all BC/BCE. Children then research Alexander the Great as a figure who dramatically changed Ancient Greece. Children work in groups to research and present information about aspects of daily life in ancient Greece. Comparing and contrasting the city states of Athens and Sparta, debating which they think could be the better place to live. Children consider democracy in Athens and decide if it was truly democratic. Children use ancient pottery to find out about the events and persons involved in the ancient Olympic games. They compare the ancient games with the Olympics we know today.			
D.T.	<u>Pendle Witch Project (during Lockerbie visit)</u> Children research products already sold in the Pendle Witch Online	<u>Escape from Alcatraz</u> Children research Alcatraz prison. Focus Task – What materials float activity.		<u>Ancient Greek Sandals</u> Research Greek sandal designs and materials.		<u>Bridges</u> Children research Isambard Kingdom Brunel

Curriculum Implementation: Year group __6__

	Shop for inspiration for a cushion design. We create a design criteria together as a class. In pairs children design a cushion thinking about the tools and materials they will need. Focus Task – children practise blanket stitch. Children then create a step by step plan to follow. Children make their cushion. Children then gather customer feedback from adults around school. Children then adapt their cushions based on their feedback and evaluate both the finished product and themselves as a learner using the 5Rs.	We create a design criteria together as a class (must carry 1kg weight). In small groups children design a boat to escape Alcatraz. Children then create a step by step plan to follow. Children make their boats. Children test their boats in a bucket of water. Children evaluate their boat's success, making changes where needed.		Focus task – types of joins. We create a class design criterion. In pairs, children design their own Greek sandal. Children then create a step-by-step plan for them to follow. Children make their sandals. Children test their sandals. Children make necessary changes to their design to ensure it meets the design criteria. Children evaluate their sandals, making changes where needed.		and different types of bridges. Focus Task – Securing joins. We create a design criterion together as a class. In pairs children design their own bridges. Children then create a step-by-step plan to follow. Children make their bridges. Children test their bridges. Children evaluate their bridges, making changes where needed.
Music	Musical Structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on

Curriculum Implementation: Year group __6__

French	**Inherited Characteristics** **Listening** Match pictures people to descriptions **Speaking** -Guess Who; practise asking and answering questions - Give a short description of a person in the class for others to guess **Reading** - Read descriptions and colour the pictures accordingly. **Writing** - Write extended sentences with conjunctions to describe others physical appearance (mais, parce que, car, donc) **Grammar** - Manipulate adjectival agreements: make adjectives agree with the noun. - Compare sentence construction in French and English. - Use 1st and 3rd person singular of avoir/to have to describe hair and eye colour - Use 1st and 3rd person singular of être/to be to describe height **Phonics** 'eu' (yeux, cheveux, bleu) é, è, an, on, u, ille, th, ou, i - Use knowledge of sound-spelling links to work out pronunciation of new vocabulary.	**La Classification des animaux** **Listening** - Work out which animal is being described from spoken clues **Speaking** - Ask and answer questions about animals in terms of their movement, skin coverings and limbs etc. - Describe an animal (classification, size, colour, skin covering, movement. - Give short presentations on an example of an animal adaptation **Reading** - Reading comprehension on animal adaptations **Writing** - Write a description of your Christmas 'santon' (name, age, where live, job, physical description, clothes). - Create a decision tree to work out 5 different animals; Use 3 different question forms. **Grammar** - Understand and use 3 different ways of asking a question - Use 3rd person singular of common verbs to describe animals **Phonics** - Use knowledge of sound-spelling links to pronounce new vocabulary accurately.	**Par une sombre nuit de tempête.** **Listening** - Listen to the story 'Sombre Nuit' and make correct sound effects as they are mentioned. **Speaking** - Create a short dialogue based on the story - Describe the actions of the objects in the story **Reading** - Read and use the details from 'Sombre Nuit to reconstruct the story, arrange the sentences into the correct order. - Read extracts from the story aloud, focussing on pronunciation and expression. **Writing** - Create own version of the story, using the original text as a model and a dictionary to find unfamiliar words. - Create extended sentences using conjunctions to describe a particular object in the story behave in a certain way. **Grammar** - Use 'je vais + infinitive' to say what action the object is going to do. **Phonics** - Use knowledge of sound-spelling links to work out how to pronounce new vocabulary.	**En Vacances** **Listening** - Listen to the description of a beach scene and draw it. **Speaking** - Describing a picture of a beach scene. **Reading** - Read aloud the Maurice Carême poem 'La Mer est Partout.' **Writing** - Write sentences about plans for the summer holidays. **Grammar** - Use 'je vais + infinitive' to say something you are going to do in the summer holidays. **Phonics** age (plage) eau (seau, bateau) - Dictation: use knowledge of sound-spelling links to write simple, regular words accurately.

Curriculum Implementation: Year group __6__

R.E.	**Why, where and how do Hindus worship?** Discuss the different roles we have (brother, sister, friend, son, grandson etc.) Give the pupils an outline of a human and fill it with all the different qualities they feel best represent their character. Introduce pupils to the Hindu idea of God. Show pictures of some of the Hindu gods/goddesses and discuss their most important characteristics. Discover the different qualities gods have in Hinduism. They can determine and discuss the merit of these qualities. Pupils can research a Hindu god/goddess. Encourage them to describe and explain the qualities the god/goddess has. Pupils can create an image of the god/goddess	**Can religions help to build a fair world?** -discuss fairness and unfairness. Link to P4C - **Show some images of people living in poverty around the world and ask the pupils what they think and feel when they see these images. In groups, get the pupils to brainstorm some examples of unfairness in the world today.** **-Pupils share their views and ideas with the rest of the class. Create a class collage showing all the unfair things in the** world today. -Discuss with pupils why religious people want to make a fairer world? Look at Jesus and his teachings including 'Love your neighbour' and the 'Good Samaritan'. What was Jesus trying to teach in this story? How should Christians treat others? What could religious people do to stop injustice in	**How are faith communities represented in the UK?** - Looking at the countries which make up the UK. Looking at the distinctive features and traditions from each nation. Designing a UK flag representing all four nations. - discuss what it means to be British – link to British values and SRE. - research different faith groups represented in the UK. What are the top 6? Suggest why some are represented more than others? - find out about one of the 6 most	**How do Christians follow Jesus?** - looking at images of Christians in worship. As a group think of questions they would like to ask about the picture. Swap with another group and attempt to answer. - look at the job of a vicar or a priest – vocation – think about what the role of a vicar or priest would be over a week. - Look at the different books of the bible and their purpose. How might Christians use the bible? - give a Christian calendar and research some of the		

Curriculum Implementation: Year group __6__

	illustrating their particular qualities. Link these ideas with the Hindu belief in Brahman. Talk about special places where the pupils go if they want to be quiet or think. Make links with the concept of 'worship'. Introduce the Hindu shrine as a place where a Hindu family comes to pray. Look at pictures and allow pupils to ask questions. Encourage pupils to try to find the answers to their questions. Explain the term puja and why it is important in Hindu worship. Look at the 'Aum' symbol and explain its meaning. Explore the different objects found in a home shrine including pictures of gods/goddesses/loved ones. Get the pupils to	the world? Look at the idea of prayer. Pupils to write a poster or poem about injustice in the world including their thoughts and feelings. -Research other charities from religion and belief, finding out what they are doing to stop poverty around the world and why they are doing it. -Give a presentation to the class showcasing the results of their enquiries. -Pupils to be given the opportunity to make their own personal pledge to stop injustice in the world.	major groups from the UK. Research the features, beliefs and practises, celebrations and present their findings on a poster or leaflet or a powerpoint. - Design a new flag for the UK representing the main different faiths of the UK.	celebrations/festivals across the year and how they might be marked or celebrated.		

Curriculum Implementation: Year group __6__

	create a Hindu shrine in the classroom. Using a video, show how Hindus use the shrine in their home when they are worshipping God. Describe the events of puja at home. Explore the idea of 'offering'. Who do we give things to? Why? Talk about the Arti ceremony and the 'five elements' from which Hindus believe everything is made. Explain that Hindus treat the images and statues of their gods like special guests: they're respected, cared for, offered food and kept clean.					
P.E.	Dance	Tennis	Gymnastics	Rounders	Netball	Athletics
S.R.E	E-safety covered in computing	Keeping Safe	Safe relationships			

Curriculum Implementation: Year group __6__

Personal Development	Belonging to a community - Exploring what is meant by community, what communities do we belong to? - exploring how we can make a positive contribution to our communities and making our own pledges. - What does diversity mean and identifying diversity within our school community. - identifying stereotypes and the laws around discrimination and bias towards different groups. - British values and understanding the law 0 creating a leaflet on British law.	- identifying risky behaviour mind maps - identifying illegal and legal drugs and exploring terminology around legal and illegal. - identifying the risks of smoking and alcohol on the body (Links to science animals including humans) - creating leaflets about how to stay safe and legal/illegal drugs.	- links to p4C and domestic violence unit. - exploring issues around peer pressure and scenarios – how should we act in different situations.			
Computing	**Computers past present and future** - what technology do you use at home? How does your family use technology?	**HTML** - Understanding that HTML is computer code for designing websites. - using a HTML editor and understanding	**AI and machine learning** - understand how computers use information to learn by solving new problems	**Coding in Scratch** - using scratch editor to programme a sprite to 'ski'. Creating a game and controlling		

Curriculum Implementation: Year group __6__

	- Using word, completing mind map to share 5 ways in which technology helps in the home. - video about how technology has changed ***How did children purchase and download computer games in the 1980s and 1990s (pre-Internet)?*** ***How did people use computers when they always had to be connected to a wall?*** ***Which inventions from the display/video do we still use now?*** - researching a familiar device and how its changed since its early release e.g. play station or game boy, mobile phones etc. - using adobe timeline maker adding facts and images which they have found showing how	that all instructions are written in tags. - know how to add text to a website, edit and format it. - change a background colour on a webpage using an accurate tag. - using hexadecimal colours - know how to add images and resize them using an accurate tag. - create hyperlinks and insert maps into webpages using accurate tags. Data - use comprehension skills to find clues that match the column headings of a spreadsheet - use spreadsheet tools (filters and formatting) to find the data to match the clues and select the best tool for the type	and following new instructions. - understand and use examples of machine learning - understand how AI is used to perform tasks often only performed by humans. - understand the potential dangers of AI. Coding in scratch	sprites using different inputs. - Know that sprites can be programmed to sense other sprites or colours then make decisions. (e.g. in skiing game, if the sprite hits a flag, it loses points/a life) - Know how to program variables, including random variables that can be used to make a game unpredictable (space invaders game). - Know how to program operators to add sums. - Know how to program broadcasts, to send messages between sprites.		

Curriculum Implementation: Year group __6__

	their chosen device has changed. - sharing timelines. E-safety - Mind map with key words 'trust', cyber bullying, sharing, digital footprint and report. What do we know about these terms thinking about e-safety. - watching Jigsaw video and ceops video and answering comprehension questions about sharing information online. - playing games answering esafety questions. Binary Code - finding out that binary code is a programming language understood by computers in a series of 1 and 0. - using sequences of binary code to create art	of data that is being found - write clues that allow others to search the spreadsheet				

Curriculum Implementation: Year group __6__

	- converting binary code to denary numbers and vice versa, understanding the concept of 1, 2, 4, 8 etc. - using these concepts to play games involving binary numbers.					
P4C	Extremism - Stimulus what does a terrorist look like? Drawing their idea of a terrorist. - scenario: council are planning to build on our playground and field. -continuum of reasons why it should/should not happen and giving weight to reasons we have developed. - What actions could we take to prevent the development? - which of our suggestions would have the most impact? Least? - introduce the shopping centre protest story. Thinking about how the actions of the	Art vs. graffiti - stimulus looking at examples of graffiti and initial responses – is it art or is it graffiti? - discussions around initial question is it art or a crime? - introduce issue around hospital in Bristol and the Banksy piece on the side. Should it be protected? Discussion - evaluating key points raised and revote with tokens: is it art or a crime? - generating own questions - voting and choosing question to explore further.	Why should we learn about the past? - initial blind vote after paired discussion of the question coming up with for and against reasons. Sharing reasoning. - a range of different points of view about learning about the past. Children discussing in pairs and agree/disagree with each statement. Some from their ideas last lesson.	Domestic violence - stimulus reflecting on healthy/positive relationships we have. Why is it positive? - ingredients for a positive relationship in small groups – ideas recorded on a large cake. - images of men and woman to infer about their relationships. Completing grid about what they can see, any thoughts or feelings, questions they		

Curriculum Implementation: Year group __6__

	group are like what we had suggested. - finish the story and discuss the actions of the main characters. Was it right/wrong? -compare the characters to our drawings from stimulus. What does a terrorist look like? - Developing own questions and voting. - Discussing and evaluating our discussions.		- discussion 'should we learn about the past?' - evaluating discussion against the 4c's	have and p4c questions. - exploring what is domestic abuse – women's aid facts. - sorting scenarios into abuse/not abuse - generating p4c questions using question stems - voting for question and exploring through discussion.		
British Values						