

**St Mary Magdalene C of E Primary School**  
Headteacher: Mrs S Pearson  
Assistant Headteachers: Mrs R Turvey and Miss E Cave



# Spirituality Policy

March 2026

<b>Policy:</b> Spirituality Policy
<b>Approved by:</b> Governing Body
<b>Date:</b> March 2026
<b>Review cycle:</b> Annually

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
1	12.2.25	S Robinson	New Policy
2	10.03.26	S Pearson	Updated Headteacher and Assistant Headteachers Added use of Spirituality Journals Amended use of prayer spaces/resources for classroom based reflections

## **Our School's Theologically Rooted Vision and Values:**

*We choose courage over comfort because we know that 'the Lord our God is with us' (Joshua 1:9).*

### **Courage**

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)*

### **Love**

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

*"Let all that you do be done in love." (1 Corinthians 16:14)*

### **Respect**

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

*"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)*

### **Forgiveness**

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

*“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)*

### **Honesty**

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

*“And you will know the truth, and the truth will set you free.” (John 8:32)*

### **Legal Framework for this Policy:**

[Links to OFSTED and SIAMS expectations](#)

The OFSTED School Inspection Handbook, July 2022, states:

*Inspectors will evaluate the effectiveness of the school’s provision for pupils’ spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school’s activities but draws together many of the areas covered by the personal development judgement.*

Specifically in relations to spirituality, the SIAMS Evaluation Schedule for Schools and Inspectors, April 2023, includes the questions:

- How is spiritual development an intrinsic part of the curriculum? (IQ2b)
- In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals’ spiritual development? (IQ3d)
- How does the trust contribute to and enhance the school’s worship and spiritual life? (IQ3e)

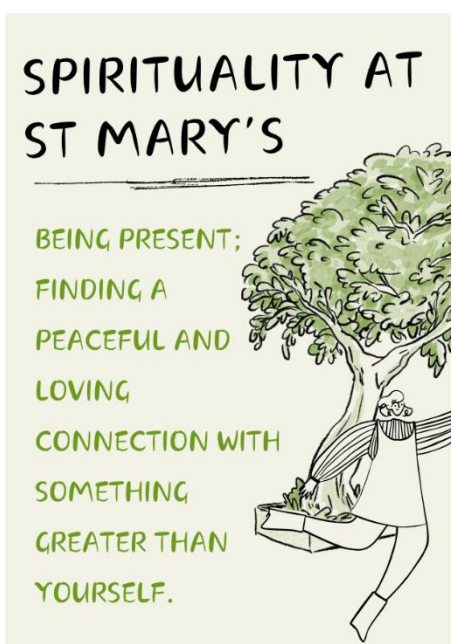
### **Statement on Spirituality**

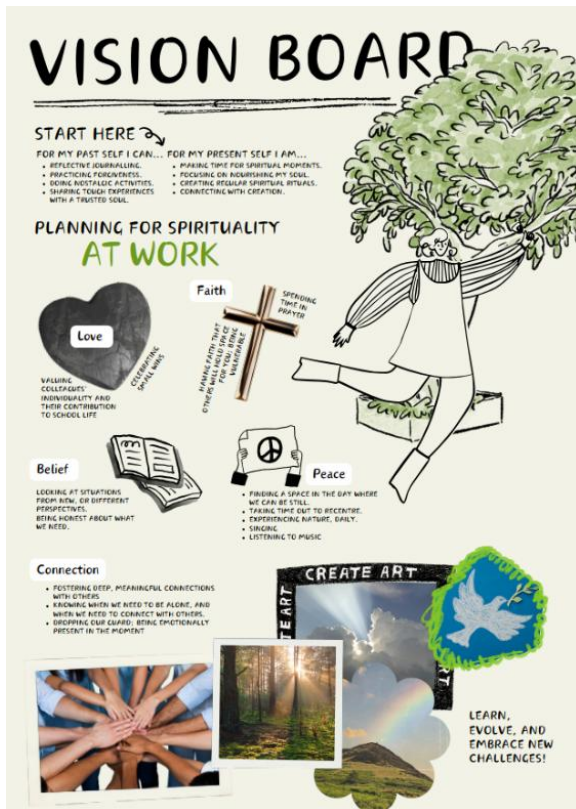
To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, our school has created a shared definition:

*Being present: finding a peaceful and living connection with something greater than yourself.*

We have identified five concepts specifically related to spirituality, from which the opportunities across school life are characterised:

- Belief
- Faith
- Peace
- Connection
- Love





## Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values. To this end, each class has a 'Spirituality Charter'; examples of these can be found in Appendix 1. Staff also have a vision board for exploring spirituality at work – this can be found to the left.

## Spirituality in Collective Worship

Collective Worship is at the heart of our school ethos. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

- Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present which are often linked to invitations to pray.
- Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.
- Opportunities to reflect on the beauty and joy of the world are given, as well as time to reflect and empathise with moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in St Mary's is invitational, inspirational and inclusive.

## Spirituality in Religious Education

- The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.
- Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.
- They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of spirituality where appropriate. For further details, please refer to St Mary's Religious Education Policy and The Church of England's Statement of Entitlement.

## **Spirituality within the Curriculum**

- At St Mary's CE Primary School, we encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.
- We accomplish this through supporting and challenging our pupils to gain knowledge and thus ensuring that they are ready for their next stage of education.
- St Mary's curriculum is taught through discrete subjects making links across subjects where appropriate. Ofsted research reviews inform our curriculum provision; we recognise that knowing more and remembering more is key to securing knowledge in the long-term memory.
- Our curriculum enables and inspires the pupils of this school to be the best that they can be. We want the pupils of our school to be confident: readers, writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, designers and technologists.
- The shared language of spirituality is used during lessons to support children understanding the link between spiritual development and their understanding and responsibility they have in their own future and the future of the world God created.
- To support pupils' development in this area, we have identified very specific opportunities in each year group, across the curriculum which contribute to the spiritual growth of pupils; these are shaped using the school concepts of spirituality below and can be found in Appendix 2.
  - ✓ Belief
  - ✓ Faith
  - ✓ Peace
  - ✓ Connection
  - ✓ Love

## **Spirituality within the Daily Life of the School**

At St Mary's we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community, including site and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately. Spirituality Journals are established within each classroom so that 'awe' and 'wonder' moments can be captured and recorded on a regular basis. Throughout the daily life of the school, including lunch times and playtimes, pupils gain opportunities to develop their spirituality; namely through OPAL (Outdoor Play and Learning). High quality opportunities for play such as this, ensure that pupils are enabled to be present and develop peaceful and loving connections with others.

Spiritual development is promoted as part of school life in a variety of other ways, including:

- whole school worship
- opportunities to ask big questions in worship and RE Lessons
- pause for reflection displays
- prayer areas/resources in classrooms
- a prayer space in the hall
- whole class floor books, to be used to record discussions across the curriculum
- Spirituality Journals for every class
- attendance at Church services
- P4C
- experiences in Church

- Spirituality retreats
- opportunities for prayer and reflection time with silence being provided
- opportunities to contribute to whole school life and develop a sense of community
- opportunities to become a worship / spirituality leader

### **Recording, Monitoring and Evaluation**

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to children;
- regular discussion at staff meetings alongside the school's Christian vision and values
- involvement of Governors in the monitoring and evaluating of RE and worship
- sharing of classroom work and practice
- stakeholder questionnaires
- pupil voice, learning walks and work scrutiny regarding RE learning
- evidence from subject portfolios
- evidence of impact as seen in pupil behaviours and attitudes

### **Roles and Responsibilities**

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The Headteacher and RE Lead are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship and across the curriculum. This role also includes:

- ensuring personal knowledge and expertise are kept up-to-date by participating in DPE and shared good practice
- providing and sourcing in-service training for staff as necessary
- ensuring all staff are familiar with the shared language of spirituality
- acquiring and organising appropriate resources, managing a budget when necessary
- monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- contributing to the SIAMS self-evaluation process

### **Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to St Mary's will receive training and support from the staff member identified as leading on spirituality.

Appendix 1: Example Spirituality Charters

# Year 5

## SPIRITUALITY VISION BOARD

**LOVE**

- DEEP AFFECTION TOWARDS OTHERS
- COMFORTING THOSE WHO ARE TROUBLED THROUGH OUR WORK, WORDS AND ACTIONS
- BEING A RAY OF SUNSHINE IN SOMEONE ELSE'S DARKNESS
- SUPPORTING OTHERS IN TIMES OF NEED
- SHOWING CONFIDENCE IN YOURSELF AND OTHERS

**FAITH**

- HAVING FAITH IN WHAT YOU CAN'T DO
- FAITH IN YOURSELF
- TRUSTING IN GOD
- KEEPING OTHERS GOING
- NEVER GIVING UP
- HAVING FAITH IN OTHERS

**BELIEF**

- PUSH OTHERS TO THEIR FULL POTENTIAL
- BELIEVE IN OTHERS WHEN THEY DON'T BELIEVE IN THEMSELVES
- REACH YOUR GOALS
- CHARITY BEGINS WITH US
- HELP IS ALWAYS THERE FOR US WHEN WE NEED IT

**PEACE**

- FINDING PEACE IN YOURSELF
- FIND SOLACE IN OUR PLACES OF WORSHIP
- FIND YOUR INNER-SELF
- CENTRE YOURSELF IN CALM
- ZEN
- TAKE A MINUTE AND BREATHE
- EXPERIENCE HUMAN NATURE

**CONNECTION**

- FINDING A CONNECTION WITH GOD
- STRENGTHENING OUR RELATIONSHIPS WITH ONE ANOTHER
- FIND COURAGE TO MAKE CONNECTIONS WITH OTHERS
- DON'T BE AFRAID TO MAKE NEW CONNECTIONS
- MEANINGFUL CONNECTIONS WITH PUPILS AND TEACHERS
- CONNECT WITH FRIENDS AND FAMILY

#COURAGEOVERCOMFORT

# Year one spirituality charter.






**Faith.**  
We will....  
Use our prayer area to write prayers.  
Use the prayer area to pray.  
Use prayer dance songs in brain breaks

**Love**  
We will....  
Have kind hands, feet and words.  
Listen your friends when they are talking.  
Be kind.  
Share with our friends  
Show respect to everyone  
Take care of our people and our things.  
Keeping our classroom tidy.

**Connection.**  
We will....  
Pray in prayer area to connect with God  
Talk mindfully to each other  
Be mindful of others peoples feelings  
Include everyone.

**Peace.**  
We will....  
Sing song we have learnt in assembly  
Listen to music to help us relax  
Take part in mindfulness activities.  
Use the calm down box if we need to.  
Have quiet time in the reading area.  
Be able to tell others if you want space.

**Relief**  
We will....  
Know what we are good at and trying things we might need to work on  
Have courage over comfort  
Believe in each other  
Believe in God  
Challenge each other

## Appendix 2: Curricular Opportunities

### Reception

	YR Summer	YR Spring	YR Autumn
<b>Belief</b>	<p><b>English:</b> Famer Duck – the farmer believes the duck will do it for him. Jack and the Beanstalk – belief in the magic beans, Mum’s lack of belief. Little Red and the Hungry Lion – belief that she can get out of a situation. The Runaway Chapatti – it is wrong to be eaten. Over the hills and far away – linked to other cultures.</p> <p><b>Maths:</b> in self to overcome challenges and make connections</p> <p><b>Geography:</b> having faith and belief in creating our own maps and being able to follow them.</p> <p><b>Science:</b></p> <p><b>RSE:</b> in self and others to share differences about self.</p>	<p><b>English:</b> Goldilocks – that she is doing the right thing. Three Billy Goats – belief in one another to not leave anyone behind.</p> <p><b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team.</p> <p><b>Maths:</b> in self to overcome challenges and make connections, height and length – belief in others to measure accurately.</p> <p><b>Geography:</b></p> <p><b>Science:</b></p> <p><b>RSE:</b> having belief in self to share likes and dislikes that may be different to others.</p>	<p><b>English:</b> Owl Babies – trusting that Mum will come back. Can’t you sleep Little Bear? Fear of the dark.</p> <p><b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve.</p> <p><b>Maths:</b> in self to overcome challenges and make connections (baseline)</p> <p><b>Computing:</b> belief Farmer duck can make the right choice to keep safe online.</p> <p><b>Geography:</b></p> <p><b>Science:</b></p> <p><b>RSE:</b> having belief in self to start school and overcome fears.</p>
<b>Faith</b>	<p><b>English:</b> Famer Duck – trust in friends – they help you get through things. Jack and the Beanstalk – Mum’s lack of belief. Little Red and the Hungry Lion – faith in herself. The Runaway Chapatti – self faith. Over the hills and far away – linked to other religions and cultures.</p> <p><b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball to a partner. Cricket – faith in self and team to work together.</p> <p><b>Maths:</b> sharing and grouping – faith to share fruit equally.</p> <p><b>Geography:</b> having faith in creating our own maps and being able to follow them.</p> <p><b>Science:</b></p> <p><b>RSE:</b> recognize danger</p>	<p><b>English:</b> Little Red Hen – in self to make the bread. Three Billy Goats – trusts that they can get over the bridge.</p> <p><b>PE:</b> In self to improve in fitness challenges . Gymnastics – Faith in the equipment that it’s safe and faith in partner to keep you balanced and safe. Basketball - in others to perform to the best of their ability for the team.</p> <p><b>Maths:</b> faith in the outdoor environment that it is safe. Faith in others.</p> <p><b>Geography:</b></p> <p><b>Science:</b></p>	<p><b>English:</b> Owl Babies – will Mum come back?</p> <p><b>PE:</b> In self to improve in fitness challenges. Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.</p> <p><b>Maths:</b> in others to build new relationships, positional language - faith that objects don’t fall e.g. sit on the chair, shapes – faith in the outdoor environment that it is safe. Sequencing the day – faith in the adults.</p> <p><b>Geography:</b></p> <p><b>Science:</b></p> <p><b>RSE:</b> having faith and belief in parents and teachers about starting school.</p>

<p><b>Peace</b></p>	<p><b>English:</b>  <b>PE:</b> Cricket – playing as a team and working together  <b>Maths:</b> 2D and 3D shapes, exploring patterns – peace in the outdoor environment.  <b>Computing:</b> peace, still and quietness working independently  <b>Geography:</b> with being outdoors and connecting with the environment.  <b>Science:</b>  <b>RSE:</b> finding peace once the danger has disappeared.</p>	<p><b>English:</b> Polar Bear  Polar Bear – listening to the sound of animals. Little Red Hen – enjoys the bread on her own.  Goldilocks – calm and coziness of the home.  <b>PE:</b> Basketball - with being outdoors.  <b>Maths:</b> 3D shape – peace with the outdoor environment.  <b>Computing:</b> peace, still and quietness working independently  <b>Geography:</b> with being outdoors and connecting with the environment.  <b>Science:</b>  <b>RSE:</b> talking about likes and dislikes, things that are special. Setting into school life.</p>	<p><b>English:</b> Owl Babies – peace at night time, still and quietness. Peace at Last – calm and quiet, disturbance of loud noises. Can't you sleep Little Bear? Calm and well rested.  <b>PE:</b> Handball - with winning / losing. Athletics – with being outside.  <b>Maths:</b> lack of peace (baseline) number and shape – peace with the outdoor environment.  <b>Computing:</b> peace, still and quietness working independently  <b>Geography:</b> with being outdoors and connecting with the environment.  <b>Science:</b>  <b>RSE:</b> mental health – taking time to be spiritual and connect with self.</p>
<p><b>Connection</b></p>	<p><b>English:</b> Famer Duck – farmyard animals save the day.  <b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.  <b>Maths:</b> number – making connections in the classroom and natural environment. Number and shape – connections to nature.  <b>Computing:</b> Making connections across other areas of learning through technology.  <b>Geography:</b> connecting different parts of the environment .e.g home, school. Connecting important places to them.  <b>Science:</b>  <b>RSE:</b> making connections with peers, speaking and listening,. Making connections with dangers, the causes and how to resolve.</p>	<p><b>English:</b> Goldilocks – with the bears. Three Billy Goats – with family  <b>PE:</b> Gymnastics - with a partner to perform routines and counter balances. Basketball - with team members and the ball.  <b>Maths:</b> number – making connections in the classroom and natural environment. Number and shape – connections to nature. Combining two groups.  <b>Computing:</b> Making connections across other areas of learning through technology.  <b>Geography:</b>  <b>Science:</b>  <b>RSE:</b> making connections with peers. Saying what they like about others and what others like about them. Speaking and listening to pees.</p>	<p><b>English:</b> Owl Babies, Peace at Last – family  <b>PE:</b> Handball – with team players. Athletics – connection 'getting into the zone' and with team for relays.  <b>Maths:</b> building relationships, playing alongside others in the Maths area (baseline) sorting and matching e.g. shape, comparing measures e.g heights number – making connections in the classroom and natural environment. Number and shape – connections to nature.  <b>Computing:</b> Making connections across other areas of learning through technology.  <b>Geography:</b>  <b>Science:</b>  <b>RSE:</b> forming new relationships and friendships with peers and adults.</p>

<p><b>Love</b></p>	<p><b>English:</b> Famer Duck – caring for the farm. Jack and the Beanstalk – Mum, son and Daisy. The Runaway Chapatti – love of food.  <b>PE:</b> Tennis – for the game. Cricket – for team players  <b>Maths:</b> love for higher numbers.  <b>Computing:</b> supporting other to keep safe online  <b>Geography:</b> developing a love for the outdoors.  <b>Science:</b>  <b>RSE:</b> for self and others.</p>	<p><b>English:</b> Polar Bear Polar Bear – love of animals and environment. Little Red Hen – lack of love. Goldilocks  <b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players.  <b>Maths:</b> love for higher numbers.  <b>Computing :</b> Showing love towards new challenges  <b>Geography:</b>  <b>Science:</b>  <b>RSE:</b> for themselves and others, talk about people that are special to them, their likes and dislikes and what people like about them.</p>	<p><b>English:</b> Owl Babies – love between Mum and babies. Peace at Last – family Can't you sleep Little Bear? Big Bear lighting up to help.  <b>Maths:</b> shared understanding of how to share and to get along with each other (baseline)  <b>Computing:</b> keeping other safe  <b>Geography:</b> developing a love for the environment and how to care for the environment e.g. recycling.  <b>Science:</b>  <b>RSE:</b> new relationships and friendships.</p>
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Y1

	Y1 Autumn	Y1 Spring	Y1 Summer
<p><b>Belief</b></p>	<p><b>English:</b> Gorilla – ability to believe – thinking all will get better. Do other people always have it better. The Robot and the Bluebird – relationship between the bluebird and robot and belief that everything will be okay,  <b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve.  <b>History</b> - important People: Our Prime Minister, the Government, the Pope.  <b>Maths:</b> belief in self to overcome challenges and solve problems.  <b>Computing:</b> belief within instruction to enable to build Lego.  <b>Art:</b> struggles of being a female artist. Matt</p>	<p><b>English:</b> Rapunzel – belief in ability of escaping. The Journey Home – polar bear believes in himself  <b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team.  <b>Maths:</b> belief in self to overcome challenges and solve problems.  <b>Computing:</b> belief in ability to use multi media sources to create art.  <b>Geography:</b> belief in ourselves to accurately plan and navigate a journey.  <b>DT:</b>  <b>Science:</b> belief that they can use the correct force to be able to move an object as well as identifying the force.  <b>Music:</b> having belief in self to be able to compose a short piece of music.  <b>RSE:</b> in self and others. Belief that everything will be okay</p>	<p><b>English:</b> The Darkest Night – belief in self to no longer be afraid of the dark. Tin Forest – resilience / perseverance and hope that things will get better.  <b>PE:</b> Tennis – in self to hit the ball. Cricket – in self to bat the ball and to work as a team.  <b>Maths:</b> belief in self to overcome challenges and solve problems linked to multiplication and division.  <b>Computing:</b> belief in self to create a simple algorithm.  <b>Geography:</b> belief that forest fires won't impact the environment and animals will be okay.  <b>Art:</b> Kusama – faith and belief in herself because her family did not want her to become an artist, struggles of being in a female artist in a male dominated industry.  <b>DT:</b> in themselves to be able to use tools effectively to chop and peel.</p>

	<p>Wilson – conserving and appreciating resources.  <b>Science:</b> Belief in the natural environment and that plants / trees will flower year after year.  <b>RSE:</b> to form new relationships and friendships with adults and peers. Belief in self and others to be a good friend and present the characteristics of a good friend.</p>	<p>if they or others are being bullied. Belief in parents and people looking after us to provide us with a good routine. In others to support them if they need to confide in someone, knowing who they can turn to.</p>	<p><b>Science:</b>  <b>Music:</b> having belief and faith in self to be able to perform the focus piece of music. Being able to identify the different musical elements in the focus piece.  <b>RSE:</b> having belief in self and confidence that everyone is unique. In self to keep self and others safe and knowing what to do if there is an emergency or help us needed, knowing who they can turn to.</p>
<p><b>Faith</b></p>	<p><b>PE:</b> In self to improve in fitness challenges. Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.  <b>History</b> - important People: Our Prime Minister, the Government, the Pope  <b>Maths:</b> place value, addition and subtraction and shape – faith that they can use the core skills from reception and transfer their learning to Y1.  <b>Computing:</b> if you follow instructions you will get the correct result.  <b>Art:</b> faith and belief in herself to be a female artist (Christine Spangenberg) can need faith and belief in their self to not to take the pen off the piece of paper. Faith in the end product coming together with recycled items.  <b>Science:</b> having faith that different animals are able to adapt to different environments and will be able to survive.  <b>RSE:</b> in self and others to be a good friend. Recognise and report bullying.</p>	<p><b>English:</b> Rapunzel – faith in ability of escaping.  <b>PE:</b> In self to improve in fitness challenges .  Gymnastics – Faith in the equipment that it's safe and faith in partner to keep you balanced and safe.  Basketball - in others to perform to the best of their ability for the team.  <b>History</b> – The British Royal Family – faith that they will lead our country successfully.  <b>Maths:</b> place value, addition and subtraction and measurement – faith that they can use the core skills from reception and transfer their learning to Y1. Faith in others to work as a team to measure each other.  <b>Geography:</b> that maps will guide us in the right direction.  <b>DT:</b> in their self to use a running stitch.  <b>Science:</b> faith in other living things and that they are able to create their own habitats. Having faith that push and pull forces will have the desired effect.  <b>Music:</b> having faith in self to be able to complete a piece of music.  <b>RSE:</b> discussing others faiths and religions, thinking about how these are different to our own. Having respect when listening to others. Having faith and belief that everything will be okay if people are being bullied.</p>	<p><b>English:</b> The Darkest Night – technology allowing the man to land on the moon. Tin Forest – resilience and perseverance that things will get better.  <b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball to a partner. Cricket – faith in self and team to work together.  <b>Maths:</b> they can transfer knowledge multiplication and division.  <b>Computing:</b> that you can build instructions to support others.  <b>DT:</b> in themselves and others to be able to grow their own produce.  <b>Science:</b> having faith that darkness will appear when the absence of light. Faith in nature for seasonal change.  <b>RSE:</b> in others to support them if they need help or have confiding in them. Respecting others faiths and beliefs.</p>

<p><b>Peace</b></p>	<p><b>English:</b> Gorilla, the calm of the mothers house compared to the dark of the fathers house.  <b>PE:</b> Handball - with winning / losing. Athletics – with being outside.  <b>History –</b> Myself and My Family Tree  <b>History –</b> important People: Our Prime Minister, the Government, the Pope – peace if counties get along / lack of war.  <b>Geography:</b> with the outdoors, beaches, valleys, mountains are peaceful – time with nature.  <b>Art:</b> chn finding peace through experimenting with different lines and organic shapes. Peace and connection through nature, birds and being outdoors (Matt Wilson)  <b>Science:</b>  <b>Music:</b> when listening to the music.  <b>RSE:</b> setting into a new class, forming new relationships, finding time to connect with self. Finding peace when disputes when are resolved with friends. Discussions between peace / lack of peace linked to bullying.</p>	<p><b>PE:</b> Basketball - with being outdoors.  <b>Geography:</b> with being in the outdoor area and connecting with nature.  <b>DT:</b> to sew calmly. Making boats – thinking about the peace it will bring the user in being able to stay safe and have a home.  <b>Science:</b> living things in their habitats. Peace in being outdoors, the quietness / calmness of their habitats.  <b>Music:</b> finding peace when listening to music that has been composed by self and others.  <b>RSE:</b> peace and lack of peace when discussing bullying and respect when looking at differences between families. When discussing and thinking about bedtime routine and sleep. Hobbies - what makes you peaceful?</p>	<p><b>English:</b> The Darkest Night – quiet and dark of space.  <b>PE:</b> Cricket – playing as a team and working together  <b>Maths:</b> time – moments of time to explore how long a length of time is.  <b>Geography:</b> having peace in the environment for low levels of pollution. Lack of peace in forest fires.  <b>Art:</b> with being outdoors,, in a forest, patterns and colours of a forest.  <b>DT:</b> with being in the outdoor environment and growing own produce.  <b>Science:</b> finding and connecting peace with nighttime / darkness. Finding peace when being outdoors in the different seasons.  <b>Music:</b> whilst listening and performing the focus piece of music.  <b>RSE:</b> finding peace and belief in self, accepting own uniqueness and being confident to share likes and dislikes with others. Peace / lack of peace when reporting concerns.</p>
<p><b>Connection</b></p>	<p><b>English:</b> Gorilla – children at the park making friends  <b>PE:</b> Handball – with team players. Athletics – connection 'getting into the zone' and with team for relays.  <b>History –</b> Myself and My Family Tree  <b>Maths:</b> place value, addition and subtraction and shape. Connecting the symbols with the correct vocabulary.  <b>Computing:</b> making connections between instructions and outcome.</p>	<p><b>English:</b> Rapunzel – frees town from the witch. The Journey Home – caring for the planet, global warming, conservation  <b>PE:</b> Gymnastics - with a partner to perform routines. Basketball - with team members and the ball. best of their ability for the team.  <b>History –</b> The British Royal Family  <b>Maths:</b> place value, addition and subtraction and measurement. Connecting the symbols with the correct vocabulary. Making connections between length and height and other children</p>	<p><b>English:</b> The Darkest Night – groups of people making friendships.  <b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.  <b>Maths:</b> connection of length of time and money and linking to real life contexts.  <b>Geography:</b> connecting different types of pollution to the impact. Connecting different parts of the UK and national parks.  <b>Art:</b> connection with the artist, the outdoor environment.  <b>DT:</b> with the environment and home grown produce.  <b>Science:</b> making connections between light and dark.</p>

	<p><b>Geography:</b> developing a connection with the outdoors and different environments e.g. beaches, mountains, valleys. Seasonal change – matching the correct features to the season.</p> <p><b>Art:</b> chn make a connection with the artist and her style. Peace and connection through nature, birds and being outdoors (Matt Wilson) Chn need to connect with the focus artist and piece of art.</p> <p><b>Science:</b> Connection with different animal types and their features. Connection with being outdoors and the environments that they live in.</p> <p><b>Music:</b> making connections with the music to link it to the different animals.</p> <p><b>RSE:</b> with new class and adults in the class. With self to have a positive mental health and discussing how we can have a positive mental health.</p>	<p>to measure each other and objects.</p> <p><b>Computing:</b> digital art and physical art (bringing pictures to life)</p> <p><b>Geography:</b> with the natural area and being outdoors.</p> <p><b>DT:</b> why do we need a bag with a handle? Connection with users of a bag and own life. Boats – connection with animals, climate change and loss of habitats.</p> <p><b>Science:</b> with the outdoor area, where animals create their habitats. Connecting the correct force to the movement that will be created. <b>Music:</b> making connections with the instruments and focus music to compose a piece of music in <math>\frac{3}{4}</math>.</p> <p><b>RSE:</b> with hobbies, families, themselves and others, making connections between the benefits of exercise and sleep on our bodies.</p>	<p>Connections between the seasons and difference between each season. Connecting materials based on their properties.</p> <p><b>Music:</b> making connections with the music to be able to identify the tempo, pitch, sounds, dynamics and to be able to describe the emotions of the song.</p> <p><b>RSE:</b> making connections with safe / unsafe situations and knowing what to do in unsafe situations. With themselves and others with their families and differences.</p>
<p><b>Love</b></p>	<p><b>English:</b> Gorilla – relationships. The Robot and the Bluebird – kindness, friendship and generosity between characters.</p> <p><b>History –</b> Myself and My Family Tree</p> <p><b>Maths:</b> love of number and maths.</p> <p><b>Geography:</b> developing a love for the outdoors / landscapes.</p> <p><b>Art:</b> Matt Wilson – love for the environment through recycling and upcycling materials to complete pieces of art.</p> <p><b>Science:</b> love for different types of animals and plants and how to care for them. How to care for humans.</p> <p><b>Music:</b> showing love through listening to the music, making</p>	<p><b>English:</b> The Journey Home</p> <p><b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players. best of their ability for the team.</p> <p><b>History –</b> The British Royal Family - for the family.</p> <p><b>Maths:</b> Measures – working together to measure.</p> <p><b>Geography:</b> love for the outdoor area.</p> <p><b>DT:</b> for the environment through using recycled materials to make the bag. Boats – for the environment and making choices to protect.</p> <p><b>Science:</b> for animals within their habitats, caring for their habitats and supporting to create new habitats for animals.</p> <p><b>Music:</b> for the focus piece of music, composing own music</p>	<p><b>English:</b> The Darkest Night – love of space and learning, childhood love of space. Tin Forest – importance of looking at the earth</p> <p><b>PE:</b> Tennis – for the game. Cricket – for team players</p> <p><b>Maths:</b> love of maths</p> <p><b>Computing:</b></p> <p><b>Geography:</b> developing a love for the environment. Creating a love for the animals in the forest and the dangers of forest fires.</p> <p><b>Art:</b> through being outdoors and in the forest, completing pieces of art.</p> <p><b>DT:</b> with the outdoor area and growing own produce.</p> <p><b>Science:</b> for being in the outdoor area and being able to explore the different seasonal changes.</p> <p><b>Music:</b> listening to the focus piece of music and performing to others.</p>

	connections and discussing it. <b>RSE:</b> for friends, new relationships, self.	and listening to that created by other people. <b>RSE:</b> for themselves, families, friends, hobbies.	<b>RSE:</b> love for self, recognising and being proud of their own uniqueness and their personal achievements. Having love and respect for others families and beliefs.
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## Y2

	Y2 Summer	Y2 Spring	Y2 Autumn
Belief	<p><b>English:</b> Julius Zebra – why do they think he is a God?</p> <p><b>PE:</b> Tennis – in self to hit the ball. Cricket – in self to bat the ball and to work as a team.</p> <p><b>History</b> – Ancient Egyptians – belief in more than one God. <b>History</b> – Ancient Greeks – beliefs in Gods and Goddesses. <b>Computing:</b> belief in self to create a simple algorithm. <b>Art:</b> in self to be able to complete the piece of art in the style of the focus artist . <b>DT:</b> in self to be able to use the tools correctly e.g. saw, axles, wood joins. <b>Science:</b> having belief / faith in seasonal change and that trees and plants will alter within the seasons. <b>Music:</b> in self and others to be able to work together to create a piece of music that tells a story. <b>RSE:</b> knowing how to be a goof friend, belief in self and others to provide support if something is confided e.g. appropriate and inappropriate touch. Employ a good physical routine e.g. sleep, exercise, food.</p>	<p><b>English:</b> James and the Giant Peach – escape the aunts <b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team. <b>Computing:</b> belief in ability to use multimedia sources to create a story. <b>Art:</b> being able to have a career in art. In self to be able to complete their art in the style of Quentin Blake. <b>DT:</b> to be able to complete an evenly sized running stitch. <b>Science:</b> belief that some animals will be able to care for themselves. Belief that plants will reappear each year. <b>Music:</b> in women’s rights linked to Aretha Franklin. To be able to perform. <b>RSE:</b> belief in self and others to show the characteristics of a good friend and to be a good friend. Belief in self to know how they are feeling and spend time with self if needed. Knowing how to keep self and others safe.</p>	<p><b>English:</b> Little Red: Belief in herself to not be scared and defeated by the wolf. Flotsam – belief that we can change the future. Trusting what the camera shows <b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve. <b>History</b> – Early Humans, in others and in self to gather food, build shelters. <b>Computing:</b> belief in self to create a simple algorithm. <b>Geography:</b> that we can make a difference to the world animals e.g. recycling, sustainability, climate change. <b>Art:</b> Paul Klee was influenced by spiritual and physiological concepts to complete his end piece. <b>DT:</b> in self to be able to make a healthy picnic. <b>Science:</b> Science vs belief – what does science say that we have to eat vs what do parents believe. Having belief that the application of a force will change the shape of the materials. <b>Music:</b> belief that instruments can tell a story. <b>RSE:</b> belief in parents to instill a good bedtime routine and personal hygiene to maximise benefits. Belief in self to know how they are feeling and spend time with self if needed. Knowing how to keep self and others safe.</p>

<p><b>Faith</b></p>	<p><b>English:</b> Greek Myths – faith in a God.  <b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball to a partner. Cricket – faith in self and team to work together.  <b>DT:</b> having faith that the car will move.  <b>Science:</b> having faith that a force applied will not break an object.  <b>Music:</b> in self and others to be able to work together to create a piece of music that tells a story.  <b>RSE:</b> faith in others to help keep them safe and know what to do if they find themselves in a situation.</p>	<p><b>English:</b> James and the Giant Peach – the plan will work; he will escape the aunts.  <b>PE:</b> In self to improve in fitness challenges. Gymnastics – Faith in the equipment that it's safe and faith in partner to keep you balanced and safe. Basketball - in others to perform to the best of their ability for the team.  <b>Geography:</b> having faith in a map to follow it and it will lead to the correct place.  <b>DT:</b> that the bag will open and close.  <b>Science:</b> having faith that living things will be safe in their habitats. That the habitats (bug hotels) built will be fit for purpose. Having faith / belief in nature that plants will come back each year.  <b>Music:</b> in others to work together to be able to perform.  <b>RSE:</b> faith in others to help keep them safe and know what to do if they find themselves in a situation.</p>	<p><b>English:</b> Little Red – plan and her confidence in the plan. Flotsam – faith that the camera is telling the truth.  <b>PE:</b> In self to improve in fitness challenges. Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.  <b>Geography:</b> in other people to do the right thing and not throw plastic in the ocean.  <b>Art:</b> in self to be able to produce end outcome.  <b>Science:</b>  <b>DT:</b> in self to be able to use equipment correctly, chop, peel, grate etc.  <b>Science:</b> Faith in scientists and other people to look after us / tell us what we need in order to grown and survive. Faith in the food providers that what we are eating is okay. Having faith in different materials and their use being fit for purpose.  <b>RSE:</b> faith in others to help keep them safe and know what to do if they find themselves in a situation.</p>
<p><b>Peace</b></p>	<p><b>English:</b> Julius Zebra – conflict in solved, they become friends.  <b>PE:</b> Cricket – playing as a team and working together  <b>History</b> – Ancient Egyptians  <b>Art:</b> Zarina Hashmi – 36 blocks linked to her life. Peace in completing the piece of art.  <b>Science:</b>  <b>Music:</b> through listening to the piece of music and composing  <b>RSE:</b> peace with friendships and being settled. Peace and lack of peace with bullying. Making connections with food, exercise and sleep and knowing the benefits that this has on the body.</p>	<p><b>English:</b> Tear Thief – quiet of the night, stillness.  <b>PE:</b> Basketball - with being outdoors.  <b>Geography:</b> lack of peace due to the amount of pollution.  <b>Art:</b> when completing their piece of art.  <b>DT:</b> quietness and calmness of sewing, link to Tear Thief and the quietness of the night.  <b>Science:</b> peace in being outdoors when looking for living things and plants in the outdoor area.  <b>Music:</b> when listening to the focus piece of music and others performing. Linked to women's rights and women being respected.  <b>RSE:</b> peace and lack of peace with bullying. Peace with friendships.</p>	<p><b>English:</b> Little Red – why is she not afraid in the scary wood?  <b>PE:</b> Handball - with winning / losing. Athletics – with being outside.  <b>History</b> – Early Humans – living outdoors .  <b>Geography:</b> lack of peace when the animals are in danger because of plastic and peace when the animals are free.  <b>Art:</b> stillness of the ocean and the underwater noises, being able to complete their piece of art.  <b>DT:</b> with cooking, creating a healthy lunch and being in the outdoors to grown own fruits and vegetables.  <b>Science:</b>  <b>Music:</b> when listening to the focus piece of music.  <b>RSE:</b> when enjoying their own sports / hobbies. Finding peace when connecting with self and thinking about own</p>

			mental health. Peace and lack of peace – bullying.
<b>Connection</b>	<p><b>English:</b> Julius Zebra – new connections / relationships</p> <p><b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.</p> <p><b>History</b> – Ancient Egyptians</p> <p><b>History</b> – Ancient Greeks with the Olympics and Maths.</p> <p><b>Computing:</b> making connections between instructions and outcome.</p> <p><b>Geography:</b> with other countries e.g. Egypt and cultures, pyramids and lighthouse in Alexandria.</p> <p><b>DT:</b> to the user. Who will use the product? And to science – which materials will be best to use?</p> <p><b>Art:</b> to own life to think of prints that connect to your life, artist study connection and piece of art study to link to how it makes you feel. To abstract and geometric forms.</p> <p><b>Science:</b> connection between forces, movement and friction.</p> <p><b>Music:</b> making connections between the music, the musical elements and storytelling. Being able to retell a Greek myth through music.</p> <p><b>RSE:</b> making connections between families and friends and knowing the importance of them. Making connections between bullying and falling out, knowing the difference and knowing what to do in each situation. Appropriate and inappropriate touch – knowing what to do.</p>	<p><b>English:</b> Tear Thief – collecting tears</p> <p><b>PE:</b> Gymnastics - with a partner to perform routines. Basketball - with team members and the ball.</p> <p><b>Computing:</b> stories</p> <p><b>Geography:</b> connecting through maps and compass points.</p> <p><b>Art:</b> chn’s connection to the film and books, connection through similarities of films to the book, to different emotions and issues raised in the books. Connection to Quentin Blake through comprehension lessons</p> <p><b>DT:</b> to the user, what would other users need a bag of this size for?</p> <p><b>Science:</b> connection with the outdoor area when looking for insects. Connection between food chains. Connection with the plants and exploring the outdoors using keys to distinguish between different trees and plants.</p> <p><b>Music:</b> making connections with the focus piece of music, musical elements and the history of the piece of music.</p> <p><b>RSE:</b> making connections with friends and adults, making connections between falling out and bullying, knowing the difference and what to do in the situations. Knowing own personal achievements and the impact that these have on self. Making connections between families. Safety connections.</p>	<p><b>English:</b> Little Red – family connection with Mum ad Grandma. Flotsam – sharing the wow with others.</p> <p><b>PE:</b> Handball – with team players. Athletics – connection ‘getting into the zone’ and with team for relays.</p> <p><b>History</b> – Early Humans, for their family.</p> <p><b>Computing:</b> making connections between instructions and outcome.</p> <p><b>Geography:</b> connection with the animals and for taking care of them. Connection with the different types of pollution and connecting the world map as one.</p> <p><b>Art:</b> with the artist focus, the piece of art and saying how it makes them feel, connection with animals within the ocean.</p> <p><b>DT:</b> to the user and science. Why do we need a healthy picnic lunch? What does it include?</p> <p><b>Science:</b> connecting the different foods and the effect that it can have on the body. Connecting the benefits on exercise and water on the body.</p> <p><b>Music:</b> with the focus piece of music to identify musical elements and discuss how the music can tell a story.</p> <p><b>RSE:</b> making connections with having a good bedtime routine, exercise and diet and knowing the benefits of these. Safety – knowing what to do in certain situations e.g. bullying, calling 999, appropriate and inappropriate touch.</p>

<p><b>Love</b></p>	<p><b>English:</b> Julius Zebra – relationships between characters.  <b>PE:</b> Tennis – for the game. Cricket – for team players  <b>Geography:</b> for the wonders of the world.  <b>Art:</b> love for life and family when thinking about what prints to include.  <b>DT:</b> for woodwork and creating.  <b>Science:</b> for seasonal change, being in the outdoor area and exploring the changes.  <b>Music:</b> for listening to and composing their own music.  <b>RSE:</b> for friends and family. For self, having a good routine with sleep, exercise and food and looking after the body. Love for their own family and others, having respect for others.</p>	<p><b>English:</b> Tear Thief – taking away the tears, sacrifice, putting others needs first. James and the Giant Peach – love to create a new family  <b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players.  <b>Geography:</b> developing a love for the environment.  <b>Art:</b> for the films, books and completing their piece of art.  <b>DT:</b> for end product and creating the design.  <b>Art:</b>  <b>Science:</b> for the different animals and insects. Knowing how to care for the animals and their life cycle. Love for gardening and knowing how to care for plants.  <b>Music:</b> for the piece of music. Linked to history and women’s rights.  <b>RSE:</b> forming new relationships with adults and peers, knowing and showing the characteristics of a good friend, helping friends when they are in need and friends showing this in return. Looking after their own bodies, their mental health and knowing when to seek help or take time.</p>	<p><b>English:</b> Little Red – love for Grandma and taking her a picnic. Flotsam – love for the animals in the ocean  <b>History –</b> Early Humans, for their family.  <b>Geography:</b> love for the animals and protecting them. Love for the environment.  <b>Art:</b> with the ocean animals and competing their scratch art.  <b>DT:</b> love for cooking.  <b>Science:</b> Care and needs for different life cycles e.g. how to care for a baby.  <b>Music:</b> for listening to music.  <b>RSE:</b> for self, hobbies, bedtime routines, taking care of themselves, parents showing love and helping children to do this. For self – knowing how to keep self and others safe.</p>
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**Y3**

	Y3 Autumn	Y3 Spring	Y3 Summer
<p><b>Belief</b></p>	<p><b>English:</b> Iron Man – belief to defeat the dragon. Iron Woman  <b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve.  <b>History –</b> The Romans – belief in religion.  <b>Maths:</b> – belief in others for support and understand and belief in self to overcome new challenges. Belief in</p>	<p><b>English:</b> Beowulf, Shackleton’s Journey  <b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team.  <b>History –</b> Anglo Saxons belief in the after life.  <b>Maths –</b> belief in others for support and understand and belief in self to overcome new challenges. Belief in</p>	<p><b>English:</b> The Lion, The Witch and The Wardrobe  <b>PE:</b> Tennis – in self to hit the ball. Cricket – in self to bat the ball and to work as a team.  <b>History –</b> Battle of Hastings – belief in winning the battle.  <b>Maths –</b> belief in others for support and understand and belief in self to overcome new challenges. Belief in</p>

	<p>making connections between prior year group learning.  <b>Computing:</b> have faith in new challenges and belief in other for support to debug instructions.  <b>Geography:</b> faith and belief that the maps they create will guide them in the right direction.  <b>Art:</b> Barbara Hepworth's belief in herself to become an artist in a male dominated industry.  <b>Spanish:</b> in self to be able to learn a new language.  <b>DT:</b> to be able to use the tools correctly to create a catapult using the correct knowledge of levers and joins.  <b>Science:</b> in science and the effects of gravity, water and air resistance.  <b>Music:</b> belief in self to be able to play the drums and to identify musical elements.  <b>RSE:</b> belief in self to be a good friend and others to support them and show the characteristics of a good friend. In others to support them to have healthy lifestyles. To be able to make safe choices.</p>	<p>making connections between prior year group learning.  <b>Geography:</b> that we can make a difference to the world and having a drive for positive change linked to climate change.  <b>Art:</b> belief and spirituality is embedded into Kher's practice as well as gender, femineity and body.  <b>DT:</b> to use tools correctly e.g. grate and mashing.  <b>Science:</b> belief in science linked to the correct nutritional needs.  <b>Spanish:</b> in self to be able to write phrases in Spanish.  <b>Music:</b> in self and others to be able to compose and perform the focus piece of music.  <b>RSE:</b> in self, taking pride of accomplishments, pride in self.</p>	<p>making connections between prior year group learning.  <b>Art:</b> Van Gogh grew up in a religious household. Painting is split into three parts and separates the heaves and the skies.  <b>DT:</b> in being able to sew, apply prior year group knowledge and complete applique.  <b>Science:</b>  <b>Spanish:</b> in self to be able to serve food in a Spanish role play café to parents.  <b>Music:</b> that a piece of music can tell a story of the seasons.  <b>RSE:</b> having own beliefs and values, belief in self and others to follow rules and treat others with respect, both on and offline.</p>
<p><b>Faith</b></p>	<p><b>English:</b> Iron Man – faith in self. Iron Women  <b>PE:</b> In self to improve in fitness challenges.  Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.  <b>History –</b> The Romans – faith in their religion.  <b>Computing:</b> have faith in new challenges and belief in other for support to debug instructions.  <b>Geography:</b> faith that the maps they create will guide them in the right direction.  <b>Art:</b> in self to be able to complete drawings and sculptures.</p>	<p><b>English:</b> Shackleton's Journey  <b>PE:</b> In self to improve in fitness challenges .  Gymnastics – Faith in the equipment that it's safe and faith in partner to keep you balanced and safe.  Basketball - in others to perform to the best of their ability for the team.  <b>History –</b> Anglo Saxons faith in their religion.  <b>Computing:</b> to improve knowledge and skills using PowerPoint.  <b>Geography:</b> that we can make a difference to the world and having a drive for positive change linked to climate change.</p>	<p><b>English:</b> The Lion, The Witch and The Wardrobe  <b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball over the net. Cricket – faith in self and team to work together.  <b>History –</b> Battle of Hastings – faith in your country winning the battle.  <b>Computing:</b> to improve knowledge and skills using 2Graph and 2Question.  <b>Art:</b> Van Gogh's faith in self to be able to create a piece of art from his imagination when it has previously been from life. Faith in self to be able to recreate a landscape.  <b>DT:</b> being able to sew / applique and complete part</p>

	<p><b>DT:</b> in self to be able to create a catapult that works.</p> <p><b>Science:</b> faith in science linked to gravity. Having faith to know which magnets will attract / repel each other.</p> <p><b>Spanish:</b> to be able to speak a new language.</p> <p><b>Music:</b> in self and others to be able to perform the drums.</p> <p><b>RSE:</b> in others to ask for consent and to be safe on and offline. In their body to keep them healthy.</p>	<p><b>Art:</b> in self to be able to complete a screen print and carve a geometric pattern on to a surface.</p> <p><b>DT:</b> in being able to create a Viking feast and follow instructions correctly.</p> <p><b>Music:</b> in self and others to be able to compose and perform the focus piece of music.</p> <p><b>RSE:</b> in others to tell the truth linked to online safety.</p>	<p>of the tapestry to be able to tell the story.</p> <p><b>Science:</b> having faith in the life cycle of plants and knowing that they will reproduce and appear year after year.</p> <p><b>Spanish:</b></p> <p><b>Music:</b> in the music to be able to tell the story of the seasons.</p> <p><b>RSE:</b> in self and others linked to bullying.</p>
<p><b>Peace</b></p>	<p><b>English:</b> Iron Man – peace when the battle is over. Iron Woman</p> <p><b>PE:</b> Handball - with winning / losing. Athletics – with being outside.</p> <p><b>Maths:</b> time.</p> <p><b>Art:</b> with nature and being outdoors to view the sculpture and to create.</p> <p><b>DT:</b> when the book character has been defeated.</p> <p><b>Science:</b></p> <p><b>Spanish:</b> through singing the Christmas song. Speaking in a new language.</p> <p><b>Music:</b> when listening to the focus piece of music and others performing.</p> <p><b>RSE:</b> healthy lifestyles, a good sleep routine and hobbies. Linking peace and mental wellbeing. Peace and lack of peace linked to negative stereotypes.</p>	<p><b>PE:</b> Basketball - with being outdoors.</p> <p><b>History –</b> Anglo Saxons – being in the outdoors</p> <p><b>Maths:</b> time.</p> <p><b>Geography:</b> being in a peaceful environment and connecting with nature.</p> <p><b>Art:</b> when completing art.</p> <p><b>DT:</b> quietness of eating.</p> <p><b>Science:</b> within being outside when looking at how shadows are formed.</p> <p><b>RSE:</b> linked to mental and physical health. When undertaking hobbies, accepting self and being proud of accomplishments.</p>	<p><b>English:</b> The Lion, The Witch and The Wardrobe – peace and lack of peace</p> <p><b>PE:</b> Cricket – playing as a team and working together</p> <p><b>History –</b> Battle of Hastings – lack of peace.</p> <p><b>Maths:</b> time.</p> <p><b>Geography:</b> peace through travelling.</p> <p><b>Art:</b> stillness of the night sky. Drawing from imagination.</p> <p><b>DT:</b> listening to a story, trying to tell a story through pictures.</p> <p><b>Science:</b> finding peace through nature and being outdoors with plants.</p> <p><b>Spanish:</b> learning about the culture of Spain.</p> <p><b>Music:</b> when listening to the focus piece of music and connecting it with nature / seasons.</p> <p><b>RSE:</b> healthy lifestyles, a good sleep routine and hobbies. Linking peace and mental wellbeing. Peace and lack of peace linked to negative stereotypes and cyber bullying. Making connections between social media and the impact that it can have.</p>

<p><b>Connection</b></p>	<p><b>English:</b> Iron Man, Iron Woman  <b>PE:</b> Handball – with team players. Athletics – connection ‘getting into the zone’ and with team for relays.  <b>History</b> – The Romans with their religion  <b>Maths:</b> making connections between multiplication and division and addition and subtraction.  <b>Geography:</b> connecting places through maps – Australia. connecting with the position of volcanoes, connecting with new learning and interesting places, connecting with countries in Europe.  <b>Art:</b> inspiration for the sculpture comes from nature and landscapes. Connection to the artist through comprehension sessions and formal elements to create the end outcome.  <b>Music:</b> between the music, the musical elements and the instruments being used.  <b>DT:</b> to the user. Why is a catapult needed? How will it defeat the character?  <b>Science:</b> connecting different forces to the effect that they have. Connecting different rocks to the properties that they have and how they are made.  <b>Spanish:</b> with a new language, translating English and Spanish. Connecting with others by holding a conversation in Spanish. Making connections about Christmas in Spain.  <b>RSE:</b> making connections between good mental health and hobbies and physical health. Making connections between being a good friend and the traits that good friends show. Making connections between</p>	<p><b>English:</b> Beowulf – identify, Shackleton’s Journey  <b>PE:</b> Gymnastics - with a partner to perform routines and counter balances. Basketball - with team members and the ball.  <b>History</b> – Anglo Saxons – connection with their religion and their animals.  <b>Maths:</b> making connections between multiplication and division and addition and subtraction. Shape – sorting and comparing 2D and 3D shapes.  <b>Geography:</b> connecting with Antarctica and identifying the location in comparison to the rest of the world.  <b>Art:</b> maps, travel, artist focus including her life and connection to the end outcome thinking about how it makes them feel.  <b>DT:</b> with the Vikings and the user. When else would we use this meal?  <b>Music:</b>  <b>Science:</b> making connections between scientists’ recommendations for nutritional food and the foods that they eat. Making connections to how shadows are formed and how objects are seen by the light.  <b>Spanish:</b> learning about the culture in Spain, pets they keep and connecting English and Spanish language.  <b>Music:</b> between the music, the elements and the focus piece of music  <b>RSE:</b> safety – knowing who to turn to or contact for help both online and offline linked to consent, online safety, the effects of exercise, sleep and routines on physical health. The importance of physical and mental health and knowing how to achieve this.</p>	<p><b>English:</b> The Lion, The Witch and The Wardrobe  <b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.  <b>Maths:</b> making connections between multiplication and division and addition and subtraction.  <b>Computing:</b>  <b>Geography:</b> connecting with Europe and identifying the location in comparison to the rest of the world. Different types of tourism and the impact that they can have on a country.  <b>Art:</b> to nature and combining the natures with the unnatural buildings. Connection through artist study and saying how a piece of art makes you feel.  <b>DT:</b> to storytelling, English, history and the Battle of Hasting.  <b>Science:</b> connecting different plants with their needs.  <b>Spanish:</b> between Spain and their foods and the UK. Connecting the English language to the Spanish. Being able to answer questions in Spanish knowing how to translate to the English.  <b>Music:</b> between the formal elements, nature and the seasons and linking dynamics to be able to retell the seasons.  <b>RSE:</b> making connections between good mental health and hobbies and physical health. Making connections between being a good friend and the traits that good friends show. Making connections between stereotypes and negative attitudes.</p>
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	staying safe and knowing how to stay safe.		
<b>Love</b>	<p><b>English:</b> The Lion, The Witch and The Wardrobe – sacrifice</p> <p><b>PE:</b> Handball – for the game. Athletics – for the sport.</p> <p><b>Maths:</b> love for maths</p> <p><b>Geography:</b> developing a love for other countries.</p> <p><b>Art:</b> love for family to create own ‘Family Man’ sculpture.</p> <p><b>Science:</b></p> <p><b>Spanish:</b> for learning a new language.</p> <p><b>Music:</b> for listening to music and performing using drums.</p> <p><b>RSE:</b> relationships and friendships, physical and mental health and looking after yourself.</p>	<p><b>English:</b> Beowulf, Shackleton's Journey</p> <p><b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players.</p> <p><b>History –</b> Anglo Saxons – with their farm.</p> <p><b>Maths:</b> love for maths</p> <p><b>Geography:</b> love for volcanoes and a passion for new learning.</p> <p><b>DT:</b> for food, cooking and the Vikings.</p> <p><b>Science:</b> identify the needs of and how to care for animals and humans.</p> <p><b>Spanish:</b> for animals, writing about pets in Spain and the language they are learning.</p> <p><b>Music:</b> listening and composing a piece of music.</p> <p><b>RSE:</b> for self, physical and mental health. For others to support with staying safe themselves and others.</p>	<p><b>English:</b> The Lion, The Witch and The Wardrobe – sacrifice</p> <p><b>PE:</b> Tennis – for the game. Cricket – for team players</p> <p><b>Maths:</b> love for maths</p> <p><b>Geography:</b> love for tourism and travelling the world.</p> <p><b>DT:</b> for history and the battle.</p> <p><b>Science:</b> love when caring for plants and knowing how different plants have different needs.</p> <p><b>Spanish:</b> for food, the language and the country.</p> <p><b>Music:</b> for listening to the focus piece of music, linked to nature and a love for weather and the seasons.</p> <p><b>RSE:</b> relationships and friendships, physical and mental health and looking after yourself.</p>

#### Y4

	Y4 Summer	Y4 Spring	Y4 Autumn
<b>Belief</b>	<p><b>English:</b> Treason – belief that Henry VIII has the right to lock others up for treason. Standing up for what you believe in.</p> <p><b>PE:</b> Tennis – in self to hit the ball. Cricket – in self to bat the ball and to work as a team.</p> <p><b>History -</b> Henry VIII and the Reformation – men being superior to women.</p> <p><b>Maths:</b> belief in others for support and to understand and believe in self to overcome new challenges. Belief in making connections</p>	<p><b>English:</b> Jungle Book – importance of rules and laws. Into the Jungle – animal captivity and belief that this is the best for humans.</p> <p><b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team.</p> <p><b>Maths:</b> belief in others for support and to understand and believe in self to overcome new challenges. Belief in making connections between prior year group learning.</p>	<p><b>English:</b> The Whale (belief in the legend) Orphans of the Tide – children are loyal to one another and their beliefs.</p> <p><b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve.</p> <p><b>History -</b> King John and the Magna Carta – ruling England at a difficult time, writing of the Magna Carta. War of the Roses – belief that their family would make the greatest king.</p> <p><b>Maths:</b> belief in others for support and to understand and believe in self to overcome new challenges.</p>

	<p>between prior year group learning.</p> <p><b>Geography:</b> belief could be a map we steer.</p> <p><b>Art:</b> artist's belief in being able to complete a portrait in the style of the artist.</p> <p><b>Science:</b> in science that the human body will function.</p> <p><b>DT:</b> in self and others within the group to work together to create a meat pie.</p> <p><b>Spanish:</b> to be able to speak in Spanish to describe their own family, create a survey.</p> <p><b>RSE:</b> having own beliefs and values, belief in self and others to follow rules and treat others with respect, both on and offline. To be a good friend and for others to be a good friend. Being able to make safe choices linked to consent, online safety and bullying. Knowing who to turn to if they aren't happy with these.</p> <p><b>Music:</b> to be able to play the focus piece of music on a recorder.</p>	<p><b>Computing:</b> overcome challenges when trying new skills within animation</p> <p><b>Geography:</b> that we can make a difference to the world and having a drive for positive change linked to climate change.</p> <p><b>Science:</b> In self to be able to create a circuit. Having belief / faith that animals are able to stay safe in their own habitats.</p> <p><b>Spanish:</b> in self to be able to translate Spanish, take part in conversations.</p> <p><b>DT:</b> in self to be able to appropriate techniques to fulfil a product.</p> <p><b>RSE:</b> in self, taking pride of accomplishments, pride in self.</p> <p><b>Music:</b> in self to have the knowledge linked to musical shape. Timbre: Describe the timbre of the 4 different instrument families: identify these in 'Jai Ho'. Texture: Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a staff. Texture: Listen for, and recognise a chord (or harmony) in the chorus of 'Jai Ho' Dynamics: Know the meaning of crescendo and diminuendo: recognise this within Jai Ho. Dynamics: Know that the composer may have used changes in dynamics to create moments of change, tension or reflect emotions in 'Jai Ho'. In self to be able to perform 'Jai Ho' to others.</p>	<p>Belief in making connections between prior year group learning.</p> <p><b>Computing:</b> overcome challenges creating links to build a program.</p> <p><b>Geography:</b> belief that resources will prevent further damage.</p> <p><b>Art:</b> Comprehension linked to artist's study. She believed that art could not be explained through words. Own belief to be able to complete a piece of art work in the style of the artist.</p> <p><b>DT:</b> having belief and faith in self to be able to make a device that will work to rescue someone. Belief in the other person to be able to rescue them.</p> <p><b>RSE:</b> belief in self to be a good friend and others to support them and show the characteristics of a good friend. In others to support them to have healthy lifestyles. To be able to make safe choices.</p> <p><b>Music:</b> in self to have the knowledge Tempo: Know the meaning of accelerando and ritardando: recognise this within Debussy's La Mer. Tempo: Know that Debussy may have used changes in tempo to create or reduce tension in La Mer.</p>
<p><b>Faith</b></p>	<p><b>English:</b> Treason – Henry VIII and his excommunication, set up of C of E, dissolution of monasteries.</p> <p><b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball over the net. Cricket – faith in</p>	<p><b>English:</b> Jungle Book – forgiveness</p> <p><b>PE:</b> In self to improve in fitness challenges .</p> <p>Gymnastics – Faith in the equipment that it's safe and faith in partner to keep you balanced and safe. Basketball - in others</p>	<p><b>PE:</b> In self to improve in fitness challenges. Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.</p> <p><b>History -</b> King John and the Magna Carta – ruling England</p>

	<p>self and team to work together.</p> <p><b>History</b> - Henry VIII and the Reformation - Head of the Church of England.</p> <p><b>Maths: Faith</b> in solving data problems.</p> <p><b>Computing:</b> to develop new skills within making music digitally.</p> <p><b>Geography:</b> that maps will guide us in the right direction.</p> <p><b>DT:</b> to be able to complete a meat pie</p> <p><b>RSE:</b> having own beliefs and values, belief in self and others to follow rules and treat others with respect, both on and offline.</p> <p><b>Music:</b> to be able to play the focus piece of music.</p>	<p>to perform to the best of their ability for the team.</p> <p><b>Computing:</b> to develop new skills within animation.</p> <p><b>Art:</b> Picasso's fathers' faith / belief in him from a young age to love and complete pieces of art to a high standard. Faith in self to be able to complete landscape in the style of Picasso.</p> <p><b>Science:</b> That the materials used and the circuit created will produce light.</p> <p><b>Spanish:</b> in self to be able to describe pieces of art using learnt vocabulary.</p> <p><b>DT:</b></p> <p><b>RSE:</b> in others to tell the truth linked to online safety.</p> <p><b>Music:</b> in self to have the confidence to perform to others.</p>	<p><b>Computing:</b> have faith in new challenges when building more complex codes.</p> <p><b>Geography:</b> having faith in the environment and the barriers that keep communities safe.</p> <p><b>Science:</b> having faith in your body to be able to hear sounds.</p> <p><b>DT:</b> faith in self to make the device and in others and in others to rescue them.</p> <p><b>RSE:</b> in others to ask for consent and to be safe on and offline. In their body to keep them healthy.</p> <p><b>Music:</b> in being able to recall knowledge linked to tempo.</p>
<p><b>Peace</b></p>	<p><b>PE:</b> Cricket – playing as a team and working together</p> <p><b>Geography:</b> a time to reflect on the environment and to be immersed in nature.</p> <p><b>Art:</b> peace when completing their own self portrait.</p> <p><b>RSE:</b> healthy lifestyles, a good sleep routine and hobbies. Linking peace and mental wellbeing. Peace and lack of peace linked to negative stereotypes and cyber bullying. Making connections between social media and the impact that it can have.</p> <p><b>Music:</b> for playing and listening to music.</p>	<p><b>PE:</b> Basketball - with being outdoors.</p> <p><b>Geography:</b> being in the rainforest, the noises of the rainforest and being in the natural environment.</p> <p><b>Art:</b> Artist's study – artist finding peace after the death of a close family member. Peace when completing the landscape in the outdoors. Peace for children completing the landscape linked to nature.</p> <p><b>Science:</b> through creating animals habitats and the animals finding peace in their habitats.</p> <p><b>Spanish:</b> linking Picasso to Spain, learning about the piece of art.</p> <p><b>DT:</b> the peace and mindfulness of sewing.</p> <p><b>RSE:</b> linked to mental and physical health. When undertaking hobbies, accepting self and being proud of accomplishments, making friends and relationships, being at peace when with them.</p> <p><b>Music:</b> when listening and performing the focus piece of music.</p>	<p><b>English:</b> The Whale – whale watching, having patience.</p> <p><b>PE:</b> Handball - with winning / losing. Athletics – with being outside.</p> <p><b>History</b> - King John and the Magna Carta – lack of peace when at war with France, clashes with powerful English barons. Peace agreement with the Magna Carta. War of the Roses – lack of peace over the rival between the two families and whilst being at war with France.</p> <p><b>Geography:</b> lack of peace due to flooding. Floods leave – improved peace.</p> <p><b>Art:</b> artists sense of peace with travel, being outdoors in beautiful places. Peace when completing end outcomes in art and being able to express themselves within their sketch books.</p> <p><b>Science:</b> when listening to sounds.</p> <p><b>DT:</b> finding peace through being connecting.</p> <p><b>RSE:</b> healthy lifestyles, a good sleep routine and hobbies. Linking peace and mental wellbeing. Peace and lack of peace linked to negative stereotypes.</p>

			<p><b>Music:</b> listening to the focus piece of music, making links to inner self to say how it makes them feel.</p>
<p><b>Connection</b></p>	<p><b>English:</b> Treason – Global expansion to expand British rules / power.  <b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.  <b>History</b> - Henry VIII and the Reformation – with wives, religion and church.  <b>Maths:</b>  <b>Geography:</b> connecting with the different locations and connecting through maps and OS symbols.  <b>Art:</b> with history.  Connection between the artist and the portrait.  Connection between his portrait and him as a person. Visible symbols of his immense wealth such as his costume and jewellery.  Henry VIII's fatness is a sign of his power, with his barrel chest and his feet placed firmly apart.  <b>Science:</b> making connections between the heart, functions of the digestive system.  <b>Spanish:</b> making connections between the English and Spanish. Being able to speak Spanish about their family and create a survey.  <b>DT:</b> making connections with the Tudors and the product being made.  <b>RSE:</b> making connections between good mental health and hobbies and physical health. Making connections between being a good friend and the traits that good friends show. Making connections between stereotypes and negative attitudes.  <b>Music:</b> making connections between the musical notations on a staff and the recorder to be able to play a piece of music.</p>	<p><b>English:</b> Jungle Book – abandonment. Into the Jungle – Mothers love and role in upbringing.  <b>PE:</b> Gymnastics - with a partner to perform routines and counter balances.  Basketball - with team members and the ball.  <b>Maths:</b> connection between multiplication and division and using these as the inverse.  <b>Geography:</b> with the outdoors and the rainforest. Being immersed in the topic of climate change and fighting for change.  <b>Art:</b> connection with the outdoors and the focus piece of art.  <b>Science:</b> making connections between the circuits in electricity. Between animals, their habitats and the part of the world that they live in.  <b>Spanish:</b> making connections between Picasso and where he is from. Comparison to the UK. Connecting English language to Spanish, being able to translate.  <b>DT:</b> making connections with the novel study to improve the immersive environment.  <b>RSE:</b> safety – knowing who to turn to or contact for help both online and offline linked to consent, online safety, the effects of exercise, sleep and routines on physical health. The importance of physical and mental health and knowing how to achieve this.  <b>Music:</b> making connections between the elements and the music to be able to identify the different elements.</p>	<p><b>English:</b> The Whale – caring for the animals, connection with fishermen. Orphans of the Tide – Ellie follows in her mothers footsteps , Anna is loyal assistant  <b>PE:</b> Handball – with team players. Athletics – connection 'getting into the zone' and with team for relays.  <b>History</b> – War of the Roses – between the two families.  <b>Maths:</b> connection between multiplication and division and addition and subtraction and using these as the inverse.  <b>Geography:</b> sense of community to restore villages and communities during and after the flood to it's 'natural self.'  <b>Art:</b> linked to comprehension and artist study. Georgia O'Keefe loved to travel to places that evoked mystical wonder and beauty.  Connection with different places within the world, beauty and being outdoors.  Connection with the different formal elements.  <b>Science:</b> making connections between solids, liquids and gases, water cycle, evaporation and condensation. Making connections between the ears and hearing.  <b>Spanish:</b> making connections between the language and English, being able to translate. Making connections between birthday celebrations in the UK and Spain, making comparisons.  <b>DT:</b> making connections with the different materials and tools. Connecting the rescue device with the user and other subjects.  <b>RSE:</b> making connections between good mental health and hobbies and physical health. Making connections between being a good friend</p>

			and the traits that good friends show. Making connections between staying safe and knowing how to stay safe. <b>Music:</b> between the music and the technical elements linked to tempo and their prior knowledge to say how it makes them feel.
<b>Love</b>	<p><b>English:</b> Treason: Henry VIII wives, betrayal / treason <b>PE:</b> Tennis – for the game. Cricket – for team players <b>History</b> - Henry VIII and the Reformation – for his wives. <b>Maths:</b> love for maths, challenges and problem solving. <b>Geography:</b> love of maps, travel and navigation. <b>Science:</b> caring for self and others, learning about the different body parts and taking care of body. <b>Spanish:</b> learning about family members, describing family members. <b>DT:</b> love for history and the Tudors. <b>RSE:</b> relationships and friendships, physical and mental health and looking after yourself. For others to speak out if something isn't right. <b>Music:</b> for listening to and performing music. For playing a musical instrument.</p>	<p><b>English:</b> Jungle Book – fostering and acceptance. Into the Jungle – empathy across species, cultures and genders. <b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players. <b>Maths:</b> love for maths, challenges and problem solving. <b>Geography:</b> for animals in the rainforest and for other countries and cultures. <b>Art:</b> for the piece of art and creating their final outcome. Picasso's love of art from a young age inspired by his Dad. <b>Science:</b> for the environment, being outside and animals. <b>DT:</b> love for the purpose of the product <b>Music:</b> for listening to the focus piece of music and performing to others.</p>	<p><b>English:</b> Orphans of the Tide (Ellie and her Mum) <b>PE:</b> Handball – for the game . Athletics – for the sport. <b>History</b> – War of the Roses – love for their families. <b>Maths:</b> love for maths, challenges and problem solving. <b>Geography:</b> developing a sense of love for the environment. <b>Art:</b> Georgia O'Keefe's love for travel and places that evoked wonder and beauty. Love for the subject. <b>Science:</b> linked to sound, being able to hear music. <b>Spanish:</b> for the country, birthdays and celebrations. learning about birthdays and the culture within Spain for birthdays. <b>DT</b> <b>RSE:</b> relationships and friendships, physical and mental health and looking after yourself. <b>Music:</b> listening to music and making connections with how it makes them feel.</p>

## Y5

	Y5 Autumn	Y5 Spring	Y5 Summer
<b>Belief</b>	<p><b>English:</b> Freedom (personal belief and discrimination, skin colour) <b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve. <b>History</b> - Abolition of Slavery – belief that everyone should be treated equally.</p>	<p><b>English:</b> Oliver Twist (rich dad) <b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team. <b>History</b> – Queen Victoria – in change and inventions, photography was invented.</p>	<p><b>English:</b> War Horse (leaders belief in the war) <b>PE:</b> Tennis – in self to hit the ball. Cricket – in self to bat the ball to work as a team. <b>History</b> – WWI – belief and faith in their country / alliances. Going to war to protect Belgium like they promised to do.</p>

	<p><b>Maths:</b> belief in others for support and to understand and believe in self to overcome new challenges. Belief in making connections between prior year group learning.</p> <p><b>Computing:</b></p> <p><b>Geography:</b> having faith that everything will be okay after a natural disaster.</p> <p><b>Art:</b></p> <p><b>Science:</b> in space and gravity linked to travelling to space.</p> <p><b>Spanish:</b> in self to be able to create a Spanish menu.</p> <p><b>DT:</b> having belief in self to be able to use appropriate products to fulfil a user's needs.</p> <p><b>RSE:</b> in others to follow the law regarding consent. In self and others to keep them safe. Belief in self to seek help when choices go wrong and for others to help them. Belief in self to challenge inequality. Belief in self regarding personality, appearance and accomplishments.</p>	<p><b>Maths:</b> belief in others for support and to understand and believe in self to overcome new challenges. Belief in making connections between prior year group learning.</p> <p><b>Computing:</b> overcome challenges when trying new skills.</p> <p><b>Art:</b> Lowry's belief to become an artist. Coming from a very poor background and inspired by other artists. Having belief in self to be able to recreate an industrial landscape.</p> <p><b>Science:</b></p> <p><b>Spanish:</b> in self to be able to create a survey in Spanish.</p> <p><b>DT:</b> belief and faith in others to be able to create a structure that is secure.</p> <p><b>RSE:</b> in self to create own healthy routines e.g. food, sleep, hygiene. Belief to be able to speak out to keep self and others safe both online and offline, linked to bullying.</p>	<p><b>Maths:</b> belief in others for support and to understand and believe in self to overcome new challenges. Belief in making connections between prior year group learning.</p> <p><b>Computing:</b> overcome challenges when trying new skills.</p> <p><b>Geography:</b> having belief that we can construct a map for others to follow.</p> <p><b>Art:</b></p> <p><b>Science:</b> in life cycles and reproduction of plants and animals.</p> <p><b>Spanish:</b> in self to be able to evaluate music in Spanish.</p> <p><b>DT:</b> belief in self to use knowledge about WW1 and follow instructions to correctly make a meal.</p> <p><b>RSE:</b> others to follow the law regarding consent. In self and others to keep them safe. Belief in self to seek help when choices go wrong and for others to help them. Belief in self to challenge inequality. Belief in self regarding personality, appearance and accomplishments. In self to create own healthy routines e.g. food, sleep, hygiene.</p>
<p><b>Faith</b></p>	<p><b>English:</b> The Viewer (Ancient Civilizations)</p> <p><b>PE:</b> In self to improve in fitness challenges. Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.</p> <p><b>History</b> - Abolition of Slavery, to keep going after many failed attempts of abolition slavery.</p> <p><b>Computing:</b> have faith in new challenges when building more complex codes.</p> <p><b>Geography:</b> having faith that everything will be okay after a natural disaster.</p> <p><b>Art:</b> Faith in self to complete the piece of art. Escher's faith to become on artist based</p>	<p><b>English:</b> Oliver Twist – Christian in a Victorian society.</p> <p><b>PE:</b> In self to improve in fitness challenges .</p> <p>Gymnastics – Faith in the equipment that it's safe and faith in partner to keep you balanced and safe.</p> <p>Basketball - in others to perform to the best of their ability for the team.</p> <p><b>Computing:</b> to develop new skills using word processors.</p> <p><b>Art:</b></p> <p><b>Science:</b> in the experiments that are being completed linked to reversible and irreversible changes.</p> <p><b>Spanish:</b></p> <p><b>DT:</b> belief and faith in others to be able to create a structure that is secure.</p> <p><b>RSE:</b> in self and others to speak out and support if</p>	<p><b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball over the net. Cricket – faith in self and team to work together.</p> <p><b>History</b> – WWI – faith in self and others to keep each other safe.</p> <p><b>Computing:</b> to develop new skills create digital games.</p> <p><b>Geography:</b> having faith and belief that maps will guide us in the right direction.</p> <p><b>Art:</b> Mackesy's own journey as an artist sent him on a spiritual journey. He was an atheist.</p> <p><b>Science:</b></p> <p><b>Spanish:</b></p> <p><b>DT:</b> having faith in others to work together to create a meal</p> <p><b>RSE:</b> in others to follow the law regarding consent. In self and others to keep them safe. Faith in self to seek help when</p>

	<p>on other painters and inspiration from Italy.  <b>Science:</b> In nature – that day and night will continue. Linked to moon, planets and solar system.  <b>Spanish:</b>  <b>DT:</b> faith to be able to use a sewing machine.  <b>RSE:</b> in others to follow the law regarding consent. In self and others to keep them safe. Faith in self to seek help when choices go wrong and for others to help them.</p>	<p>needed linked to bullying, online safety and stereotypes.</p>	<p>choices go wrong and for others to help them.</p>
<p><b>Peace</b></p>	<p><b>English:</b> The Viewer (war / lack of peace)  Freedom (lack of peace linked to depression)  <b>PE:</b> Handball - with winning / losing. Athletics – with being outside.  <b>History</b> - Abolition of Slavery – abolition of slavery in British Empire.  <b>Maths:</b> perimeter and area – measuring the playground – being outdoors.  <b>Geography:</b> peace and lack of peace through volcanoes, earthquakes and tsunamis.  <b>Art:</b> when completing the piece of art. Linked to war  <b>Science:</b> during darkness, quietness. Space.  <b>Spanish:</b>  <b>DT:</b> Mindfulness / peacefulness of sewing.  <b>RSE:</b> finding peace with accepting yourself e.g. appearance, personality, accomplishments. Positive mental health. In helping others and challenging inequality.</p>	<p><b>English:</b> Oliver Twist – countryside / city comparison.  <b>PE:</b> Basketball - with being outdoors.  <b>Art:</b> Lowry’s peace with being in the outdoors.  <b>RSE:</b> peace and lack of peace linked to bullying, cyberbullying and stereotypes. With self, being happy in your own skin linked to appearance, personality and accomplishments.</p>	<p><b>English:</b> War Horse (lack of peace during the war)  <b>PE:</b> Cricket – playing as a team and working together.  <b>History</b> – WWI – lack of peace / peace when the war was over.  <b>Science:</b>  <b>Spanish:</b> listening to Spanish music, making links between the cultures.  <b>RSE:</b> finding peace with accepting yourself e.g. appearance, personality, accomplishments. Positive mental health. In helping others and challenging inequality.</p>
<p><b>Connection</b></p>	<p><b>English:</b> The Viewer (Ancient Civilization) The Viewer – moving to London  <b>PE:</b> Handball – with team players. Athletics – connection ‘getting into the zone’ and with team for relays.  <b>Maths:</b> negative numbers – connections with</p>	<p><b>PE:</b> Gymnastics - with a partner to perform routines and counter balances.  Basketball - with team members and the ball.  <b>History</b> – Queen Victoria. Britain becomes the largest empire in the world, connection with the public through civil duties and other counties.</p>	<p><b>English:</b> War Horse – between Albert and the animals / the other people.  <b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.  <b>History</b> – WWI – connection with countries in allies. Britain had the largest empire in the world.</p>

	<p>science, freezing, countries / weather conditions. Statistics – conversions in graphs to numbers.</p> <p><b>Computing:</b>  <b>Geography:</b> connecting different places through geographical terms and on maps. Connecting places through the use of maps. Connecting push and pull factors and to look at different examples.</p> <p><b>Art: The eye</b> - within the pupil, Escher has embedded a stark and haunting reflection of a skull. This juxtaposition of life, represented by the eye, and death, as signified by the skull, a surrealist exploration of themes such as mortality, perception, and the unknown.</p> <p><b>Science:</b> between day and night time linked to the sun and earth. Linking the solar system, gravity and space and the moon.</p> <p><b>Spanish:</b> Making connections between Spanish breakfasts and UK. Spanish breakfast culture.</p> <p><b>DT:</b> Making connections with the Jamaican culture.</p> <p><b>RSE:</b> making connections between inequality and right and wrong. Knowing when to seek help. Between social media and the negative mental health effects.</p>	<p><b>Maths:</b> connections between decimals and percentages and being able to convert them.</p> <p><b>Computing:</b>  <b>Art:</b> Artists connection with his first job (rent collector) and poverty. Many pieces of early art are linked to poverty and gloom. Connection with being outdoors to create the pieces of art. Connecting the formal elements that are used within this piece.</p> <p><b>Science:</b> making connections between solids, liquids and gases. Between different materials and their boiling points. Making connections between reversible and irreversible changes.</p> <p><b>Spanish:</b> Making connections with PE – names of sports. Survey of sports preferences.</p> <p><b>DT:</b> making connections with the different parts to be able to create a secure structure. Connecting with others when working as part of a team.</p> <p><b>RSE:</b> making connections between inequality and right and wrong. Knowing when to seek help. Between social media and the negative mental health effects. Between the effects of a healthy relationship with food, exercise, hygiene, routines and sleep and the positive effect this can have on the body.</p>	<p><b>Maths:</b> connections between converting units.</p> <p><b>Computing:</b>  <b>Geography:</b> connecting countries within WW1</p> <p><b>Art:</b> Artist's connection with travelling and often being inspired by the places that he visited.</p> <p><b>Science:</b> between stages of life cycles in animals and plants.</p> <p><b>Spanish:</b> making connections between Spanish music and British</p> <p><b>DT:</b> making connections with WW1 meals and the meals being created. Making connections with others when working together. Healthy and unhealthy foods.</p> <p><b>RSE:</b> making connections between inequality and right and wrong. Knowing when to seek help. Between social media and the negative mental health effects.</p>
<p><b>Love</b></p>	<p>English: Freedom (Mum and sister / family)</p> <p><b>PE:</b> Handball – for the game . Athletics – for the sport.</p> <p><b>History</b> - Abolition of Slavery. Love for other people and how they should be treated.</p> <p><b>Geography:</b> developing a love of something new and for different environments.</p> <p><b>Art:</b></p>	<p><b>English:</b> Oliver Twist (poor people treated badly, lack of love)</p> <p><b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players.</p> <p><b>History</b> – Queen Victoria, for her country. Longest reigning monarch.</p> <p><b>Art:</b> for the piece of art and creating their own industrial piece of art.</p>	<p><b>English:</b> War Horse (love between horse / animals)</p> <p><b>PE:</b> Tennis – for the game. Cricket – for team players</p> <p><b>History</b> – WWI – love for their country.</p> <p><b>Geography:</b>  <b>Art:</b> for animals and creating an animal portrait.</p> <p><b>Science:</b> for animals, plants, human body and life cycles.</p> <p><b>Spanish:</b> for music, listening to music and making links.</p> <p><b>DT:</b> for learning about history and for cooking.</p>

	<p><b>Science:</b> for learning about space</p> <p><b>Spanish:</b></p> <p><b>DT:</b> love for other cultures and for sewing.</p> <p><b>RSE:</b> for self and others to do what is right regarding consent, staying safe, social media. Having the courage to speak out. For self – being happy in own skin.</p>	<p><b>Science:</b> for experiments linked to reversible and irreversible changes.</p> <p><b>Spanish:</b> for sports, learning about sports in Spain.</p> <p><b>DT:</b> for working with others collaboratively.</p> <p><b>RSE:</b> for self and others to do what is right regarding consent, staying safe, social media. Having the courage to speak out. For self – being happy in own skin, linked to appearance, personality, accomplishments and relationship with healthy routines including sleep and food.</p>	<p><b>RSE:</b> for self and others to do what is right regarding consent, staying safe, social media. Having the courage to speak out. For self – being happy in own skin.</p>
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Y6

	Y6 Summer	Y6 Spring	Y6 Autumn
<b>Belief</b>	<p><b>English:</b> Macbeth (right to be king)</p> <p><b>PE:</b> Tennis – in self to hit the ball. Cricket – in self to bat the ball to work as a team.</p> <p><b>History:</b> Post War Berlin</p> <p><b>Computing:</b> overcome challenges when trying new skills.</p> <p><b>Science:</b> that they are able to create a complete circuit.</p> <p><b>Spanish:</b> to be able to create their own holiday brochure using their learnt vocabulary though KS2.</p> <p><b>DT:</b> having belief in self to be able to use skills taught over the years to upcycle a product.</p> <p><b>RSE:</b> others to follow the law regarding consent. In self and others to keep them safe. Belief in self to seek help when choices go wrong and for others to help them. Belief in self to challenge inequality. Belief in self regarding</p>	<p><b>English:</b> The Stars Beneath our Feet – (gangs)</p> <p><b>PE:</b> Gymnastics – belief in self when working on balances / heights. Basketball – in self and others to work as part of a team.</p> <p><b>History:</b> Apartheid – standing up for what is right.</p> <p><b>Computing:</b> overcome challenges when trying new skills.</p> <p><b>Art:</b> in science and the effects on the body e.g. diet, drugs, exercise.</p> <p><b>Science:</b></p> <p><b>Spanish:</b> to be able to talk about the Spanish festivals and make comparisons.</p> <p><b>DT:</b></p> <p><b>RSE:</b> in self to create own healthy routines e.g. food, sleep, hygiene. Belief to be able to speak out to keep self and others safe both online and offline, linked to bullying and stereotypes,</p>	<p><b>English:</b> Goodnight Mr Tom (Mum's love)</p> <p><b>PE:</b> Handball - in self and others to perform as a team. Athletics – in self to perform and improve.</p> <p><b>History:</b> WW2 – Breaking the Enigma Code – belief in their country</p> <p><b>Computing:</b> overcome challenges when trying new skills.</p> <p><b>Geography:</b> having belief that we can construct a map for others to follow.</p> <p><b>Art:</b> Belief in self to become an artist after originally training as an actor.</p> <p><b>Science:</b></p> <p><b>Spanish:</b> that the information leaflets looked at will give the correct information, including directions, money etc</p> <p><b>DT:</b> in self and others to be able to complete a menu, survey others and create a meal. In self to be able to create a moving plane propellor.</p> <p><b>RSE:</b> in others to follow the law regarding consent. In self and others to keep them safe. Belief in self to seek help when choices go wrong and for others to help them. Belief in</p>

	<p>personality, appearance and accomplishments.</p>		<p>self to challenge inequality. Belief in self regarding personality, appearance and accomplishments.</p>
Faith	<p><b>English:</b> Macbeth (spirits)  <b>PE:</b> In self to improve in fitness challenges Tennis – in self to get the ball over the net. Cricket – faith in self and team to work together.  <b>History:</b> Post War Berlin – to fight for the country.  <b>Computing:</b>  <b>Geography:</b> having faith in others to use resources effectively to promote sustainability.  <b>Science:</b>  <b>Spanish:</b>  <b>DT:</b> having faith in self and others to be able to complete an upcycle using a sewing machine.  <b>RSE:</b> in others to follow the law regarding consent. In self and others to keep them safe. Faith in self to seek help when choices go wrong and for others to help them.</p>	<p><b>PE:</b> In self to improve in fitness challenges Gymnastics – Faith in the equipment that it's safe and faith in partner to keep you balanced and safe. Basketball - in others to perform to the best of their ability for the team.  <b>History:</b> Apartheid  <b>Computing:</b> to develop new skills creating networks  <b>Geography:</b> having faith in others to use renewable energy sources to protect the environment.  <b>Art:</b> Artist's faith / belief in self to be able achieve his end goal after growing up in Korea.  <b>Science:</b> that eating healthily and doing exercise will keep us healthy.  <b>Spanish:</b>  <b>RSE:</b> in self and others to speak out and support if needed linked to bullying, online safety and stereotypes.</p>	<p><b>English:</b> Goodnight Mr Tom (religions)  <b>PE:</b> In self to improve in fitness challenges Handball – faith in self and team to win. Faith in self to jump over hurdles and compete.  <b>Computing:</b> to develop new skills creating blogs and quizzers  <b>Geography:</b> having faith and belief that we can construct a map for others to follow and it will guide them in the correct direction.  <b>Art:</b>  <b>Science:</b> in fossils to be able to provide us with changes to living things over time.  <b>Spanish:</b> Spanish customs.  <b>DT:</b> showing faith and determination in creating moving plane propellers.  <b>RSE:</b> others to follow the law regarding consent. In self and others to keep them safe. Faith in self to seek help when choices go wrong and for others to help them.</p>
Peace	<p><b>PE:</b> Cricket – playing as a team and working together.  <b>History:</b> Post War Berlin – lack of peace and peace after the war.  <b>Art:</b> Peace with being outdoors and creating a desert landscape. Quietness and stillness of completing their piece of art.  <b>Science:</b>  <b>Spanish:</b> holidays, beaches, relaxing, research for brochures.  <b>DT:</b> calmness and mindfulness of sewing to complete the product.</p>	<p><b>English:</b> The Stars Beneath our Feet (inner peace with lego)  <b>PE:</b> Basketball - with being outdoors.  <b>History:</b> Apartheid – the end of segregating people.  <b>Geography:</b> being at peace with nature and finding peace within a different environment.  <b>Art:</b> with the stillness and calmness of photography of the natural world.  <b>RSE:</b> peace and lack of peace linked to bullying, cyberbullying and stereotypes. With self, being happy in your own skin linked to appearance, personality and accomplishments.</p>	<p><b>English:</b> Goodnight Mr Tom (evacuation)  <b>PE:</b> Handball - with winning / losing. Athletics – with being outside.  <b>History:</b> WW2 – Breaking the Enigma Code  <b>Geography:</b> peace with being in the outdoor environment.  <b>Art:</b>  <b>Science:</b>  <b>Spanish:</b> learning about the culture within Spain, tourist attractions.  <b>RSE:</b> finding peace with accepting yourself e.g. appearance, personality, accomplishments. Positive mental health. In helping others and challenging inequality.</p>

	<p><b>RSE:</b> finding peace with accepting yourself e.g. appearance, personality, accomplishments. Positive mental health. In helping others and challenging inequality.</p>		
<p><b>Connection</b></p>	<p><b>PE:</b> Tennis – with the ball and partner. Cricket – with the team.  <b>History:</b> Post War Berlin – between countries and allies.  <b>Computing:</b>  <b>Geography:</b> connect with other countries to consider where they are in the world. Consider the impact of globalisation on the industry.  <b>Art:</b> Artist’s focus on detail rather than description. Viewers are drawn to the piece of art connecting the power displayed over the entire panel.  <b>Science:</b> Between the symbols in electricity, the resources used and being able to create a circuit. When experimenting with separating mixtures.  <b>Spanish:</b> Spanish holidays to UK holidays. Creating holiday brochures. Linking / translating the language.  <b>DT:</b> making connections between the user and the outcome.  <b>RSE:</b> making connections between inequality and right and wrong. Knowing when to seek help. Between social media and the negative mental health effects. Between the effects of a healthy relationship with food, exercise, hygiene, routines and sleep and the positive</p>	<p><b>PE:</b> Gymnastics - with a partner to perform routines and counter balances. Basketball - with team members and the ball.  <b>History:</b> Apartheid – between groups of people.  <b>Computing:</b>  <b>Geography:</b> connecting with maps to locate Africa and comparing them on the earth’s surface. Connect and compare the time zones of North America.  <b>Art:</b> Artist focus – the different places that were travelled. Photography of different places – natural beauty – sand dunes.  <b>Science:</b> making connections on how exercise, diet, drugs etc can impact the body. How breathing links to the circulatory system. Making connections between images seen in a mirror and a ray model.  <b>Spanish:</b> between Spanish festivals and those in the UK.  <b>RSE:</b> making connections between inequality and right and wrong. Knowing when to seek help. Between social media and the negative mental health effects. Between the effects of a healthy relationship with food, exercise, hygiene, routines and sleep and the positive effect this can have on the body.</p>	<p><b>English:</b> Goodnight Mr Tom, Holes – connection between family / other characters.  <b>PE:</b> Handball – with team players. Athletics – connection ‘getting into the zone’ and with team for relays.  <b>History:</b> WW2 – Breaking the Enigma Code – connection with other counties / allies. Connection with technology / development of technology.  <b>Computing:</b>  <b>Geography:</b> with being outdoors and connecting with nature.  <b>Art:</b> Connection with themes of colonial oppression and social conflict, loss and reconciliation, and the ephemeral nature of both personal and cultural memory.  <b>Science:</b> reasoning about the classification of living things linked to common characteristics. Making connections between natural selection and adaptations. Between fossils and the past.  <b>Spanish:</b> linking Spanish tourist attractions, weather between Spain and UK.  <b>DT:</b> connecting with others when creating menus, asking questions linked to preferences.  <b>RSE:</b> making connections between inequality and right and wrong. Knowing when to seek help. Between social media and the negative mental health effects.</p>

	effect this can have on the body.		
<b>Love</b>	<p><b>English:</b> Macbeth – wife kills the love.  <b>PE:</b> Tennis – for the game. Cricket – for team players  <b>History:</b> Post War Berlin  <b>Geography:</b> develop a level of love for respect for the post war time period.  <b>Art:</b> Haskell is passionate about preserving historic villages and rural landscapes using his own contemporary style. It is for this reason his work is sought after by collectors around the world.  <b>Science:</b> for completing experiments  <b>Spanish:</b> creating holiday brochures, linking their own holidays to Spain.  <b>DT:</b> for sewing and completing the product.  <b>RSE:</b> for self and others to do what is right regarding consent, staying safe, social media. Having the courage to speak out. For self – being happy in own skin linked to appearance, personality, accomplishments and relationship with healthy routines including sleep and food.</p>	<p><b>English:</b> The Stars Beneath our Feet , Holes – love,  <b>PE:</b> Gymnastics – for the sport and partner within the routine. Basketball – love for the game and team players.  <b>History:</b> Apartheid – fighting for equal rights for black people.  <b>Geography:</b> developing a love for environments in comparison to biomes. Fostering a level of respect.  <b>Art:</b> love for the outdoors and natural – sand dunes.  <b>Science:</b> for the body, caring for the body, exercise, diet.  <b>Spanish:</b> for festivals. For Spanish holidays.  <b>RSE:</b> for self and others to do what is right regarding consent, staying safe, social media. Having the courage to speak out. For self – being happy in own skin, linked to appearance, personality, accomplishments and relationship with healthy routines including sleep and food.</p>	<p><b>English:</b> Goodnight Mr Tom,  <b>PE:</b> Handball – for the game . Athletics – for the sport.  <b>History:</b> WW2 – Breaking the Enigma Code – love for their country.  <b>Geography:</b> love for being in the outdoors.  <b>Art:</b>  <b>Science:</b> for living things.  <b>Spanish:</b> for the country, tourist attractions, talking about holiday visits of chn that have been to Spain on family holidays.  <b>DT:</b> love for cooking and self, looking after the body when thinking about food linked to healthy and unhealthy eating.  <b>RSE:</b> for self and others to do what is right regarding consent, staying safe, social media. Having the courage to speak out. For self – being happy in own skin.</p>