

OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD	When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.
---	---

THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL	<p>Our curriculum is cohesive, creative and collaborative, enabling children to overcome any learning barriers, broaden their horizons and have high aspirations.</p> <p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion we offer clear, planned and well-sequenced learning so that new knowledge and skills build upon what has been taught before.</p> <p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, experiencing feelings of awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside our community.</p> <p>Our curriculum is collaborative. Children build emotional resilience, develop self-confidence and acquire the ability to articulate their learning. Through a clear sense of motivation and purpose, children take ownership of their learning and this is shared by our whole school community. Every member of the school community has high expectations of themselves and of others. We recognise that everyone can achieve success.</p> <p>Our curriculum is designed to enable all children to overcome any learning barriers and broaden their horizons. We emphasise the development of social skills, enabling children to communicate clearly, using a rich and appropriate vocabulary. We ensure that our drive for fluency in both reading and maths is relentless.</p> <p>It is important to us that children show empathy towards others, value different opinions and understand and celebrate diversity. We encourage children to become independent learners with high aspirations.</p> <p>This curriculum is tailored to suit the needs of the children in our local learning community.</p>
--	--

Experiences

Launch Explorers day:

learning to tie knots
 learning to listen to our surroundings
 learning semaphore/morse code
 putting up a tent
 learning campfire songs
 learning to read a map

Landing:

Topic Day- Preparation for a mountaineering expedition.
 Geography link- What do you know about the climate zones? What would you pack? Why?
 History link- How can you use your knowledge of the race to the pole? Science link- Applying knowledge of materials. Planning and carrying out a fair test to see what material you should make a mountaineering jacket out of.

Wider use of the environment

Landing day- All activities to take place outside, including the use of the field, playground and wooded area.
 P.E.- outdoor adventurous activities

Science - Key learning points:

5c	<p>Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Animals Including Humans Describe the changes as humans develop to old age (Included in PSHE)</p>	<p>Living things and their habitats</p> <p>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p> <p>Animals Including Humans</p> <p>Puberty, the vocabulary to describe a range of sexual characteristics</p>
----	---	--

History - Key learning points:

5c	<p>I can place events on a timeline, choosing my own increments.</p> <p>I can compare equipment over time.</p> <p>I can use primary and secondary sources of information and draw conclusions from this.</p> <p>I can justify why I have drawn a historical conclusion.</p> <p>I can explain the main events in the race to the Pole.</p> <p>I can explain the reasons why Scott failed in his attempt to race to the pole.</p> <p>I can compare modern day explorers to Scott and Amundsen.</p>	<p>Know about the events for the race to the pole.</p> <p>Know the factors that led to Scott's failure.</p> <p>Know how technology impacts changes over time.</p>
----	--	---

Geography - Key learning points:

5c	<p>I can use the keys on a map to locate rivers.</p> <p>I can use geographical language to describe where a river starts and the route it takes.</p> <p>I can use geographical language to describe the different parts of a river.</p> <p>I can draw a simple geographical diagram to represent a river.</p> <p>I can study and collect data about a river - velocity of flow (distance, average speed), measure depth.</p> <p>I can locate the North and South poles and refer to them correctly as the Arctic and Antarctic.</p> <p>I can name some of the countries within the seven continents.</p> <p>I can understand how people can both improve and damage the environment.</p> <p>I can show my knowledge, skills and understanding of a range of places and environments of different sizes and in different parts of the world.</p> <p>I can identify the different climate zones of the world.</p>	<p>Know the significant waterways in England.</p> <p>Know which continents are in which hemisphere.</p> <p>Know the difference between the Arctic and Antarctic (land and water based)</p> <p>Know the difficulties of living and working in the Arctic or Antarctic.</p> <p>Know how humans are impacting the Arctic - global warming, what affect this is having on our world and what is being done about it.</p>	<p>Source, upper course, middle course, lower course, tributaries, meanders, oxbow lakes, delta, mouth, estuary, flood plain, confluence, deposition, erosion, river, waterfall, reservoir.</p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Arctic, Antarctic, climate.</p>
----	---	--	--

DT - Key learning points:

5c	<p>Exploring and developing</p> <p>I can explore ideas and collect visual and other information to help me develop my work.</p> <p>I can use my ideas to develop my work, taking into account the purpose.</p> <p>Investigating and making</p>	<p>Know what cams are and how they work.</p> <p>Know what</p>	<p>Clockwork</p> <p>Cross section</p> <p>Graphic Design</p>
----	--	---	---

	<p>I can use my knowledge and understanding of materials and processes to communicate ideas and meanings.</p> <p>I can make images and artefacts, combining and organising visual and tactile qualities to suit my intentions.</p> <p>I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>I can ensure products have a high-quality finish, using art skills where appropriate.</p> <p>I can use prototypes/cross-sectional diagrams designs to represent designs.</p> <p>Evaluating and developing</p> <p>I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.</p> <p>I can adapt and refine my work to reflect my own view of its purpose and meaning.</p> <p>I can compare and comment on ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made.</p>	<p>gears are and how they work.</p> <p>Know when and where they are used and how.</p> <p>Planning tools - design boards, graphic organisers to show cause and effect.</p> <p>Use cross-sectional drawings to show cause and effect.</p>	<p>Join Cut measure Cause and effect Mechanism</p> <p>Cam Gear Axle</p>
--	--	---	---

Art - Key learning points:

5c	<p><u>Drawing Painting</u></p> <p>I understand how artists use warm and cool colours and I can use this to express a mood in my work.</p>	I know about the works of Claude Monet and William Turner	Media Proportion 3 Dimensional
----	---	---	--------------------------------------

ICT - Key learning points:

5c	<p><u>Multimedia</u></p> <p>I can combine 2 images to create a new one.</p> <p>I can use cut, select and transparency tools.</p>	<p><u>E Safety</u></p> <p>Know how to cite a source of information and understand the importance of this.</p>	Transparency Select Cut cite
----	--	---	---------------------------------------

Music - Key learning points:

5c	<p>PERFORMING</p> <p>Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</p> <p>Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</p> <p>Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</p> <p>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</p> <p>COMPOSING</p> <p>Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</p> <p>Improvise with increasing confidence (e.g. using a scale pattern).</p> <p>Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</p>	<p>PERFORMING</p> <p>Understand and respond to visual cues for starting and stopping, and/or fading away, tempo, dynamics and articulation.</p> <p>COMPOSING</p> <p>Understand different structures of music.</p> <p>Know what scale patterns are.</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Notation RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk Hip Hop Big Band</p>
----	---	--	--

	<p>Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</p> <p>Works independently within a group composition showing thought in selection of instruments and playing techniques, Is beginning to compose using conventional notation for rhythms and/or pitch.</p> <p>AURAL AWARENESS</p> <p>Recognise and identify instrumental families aurally. Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</p> <p>EVALUATING</p> <p>Make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>Discuss music in subjective and objective terms using musical vocabulary.</p> <p>Recognise how music reflects its purpose, place and time including other cultures and traditions.</p>	<p>AURAL AWARENESS</p> <p>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres.</p>	<p>Jazz</p> <p>Dynamics</p> <p>Solo</p> <p>Ensemble</p> <p>Introduction</p> <p>Verse</p> <p>Chorus</p> <p>Bridge</p> <p>Hook</p> <p>Improvise</p> <p>Notation</p> <p>Notes</p> <p>Stave</p> <p>Key signature</p> <p>Coda</p> <p>Ostinato</p> <p>Stave</p> <p>Crochet</p> <p>Quaver</p> <p>Minim</p> <p>Semibreve</p> <p>Metres</p>
--	--	---	--

PE - Key learning points:

Gymnastics	<p>I can link ideas, skills & techniques with precision & fluency when performing basic skills.</p> <p>I have poise and style to please the audience.</p> <p>I understand composition by performing more complex sequences, using different heights and apparatus.</p> <p>I can describe how to refine, improve & modify performances</p> <p>I can run a supported warm up and cool down.</p> <p>I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse. Use arabesque.</p> <p>I can do a forward's roll, beginning to use my legs to push into the movement.</p> <p>I act upon other's advice to improve my performance and skill; I am also able to offer points for development to others.</p>	<p>I know how to compose a routine with a variety of movements</p> <p>I know how to politely give and receive feedback and I am supportive in my feedback to others.</p> <p>I know how and why I need to warm up certain parts of my body and the effects if I do not.</p> <p>I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counterbalance knowledge.</p> <p>I know how to keep my head and my spine safe when performing a forward's roll (head tucked under, roll down each vertebrae and stand steady at the end).</p>	<p>Routine</p> <p>Rhythm</p> <p>Arabesque</p> <p>Poise</p> <p>Finesse</p> <p>Forward's roll</p>
Outdoor adventure activities	<p>I can orientate the plan correctly and explain to others the location and justify the reasons.</p> <p>I can follow a map with symbols in order to identify the location needed. I can then solve problems off topic then return to map work seamlessly. I am starting to use a compass and 6 figure grid references.</p> <p>I can use a map and coordinates to create a course for my peer to follow.</p>	<p>I know how to find my location on a map by using key landmarks I can see around me, and I can orientate (rotate) it so that it's in situ.</p> <p>I know how to read coordinates (maths link), 6 figure grid reference and apply it to PE.</p> <p>I know how to use a compass to follow degrees and direction.</p>	<p>Map</p> <p>Location</p> <p>Coordinates</p> <p>Compass</p> <p>Degrees</p> <p>North, north-east, east, south east, south,</p>

	<p>I can create my own key to use with my plan that is effective, simple and is appropriate.</p> <p>I can manage a team during activities with effective teamwork and knowledge of the expectations.</p>		<p>south west, west, north west,</p>
Cricket	<p>I can begin to use the over arm cricket throw technique from a stationary position with aim and direction.</p> <p>I can form a 'cup' with my hands and begin to move my body to catch the ball during a game.</p> <p>I can lean forwards to hit the ball, using one leg as support, while understanding that my body position moves the direction of the ball.</p> <p>I can use all my skills to protect my 'lives' during a game and can show initiative when deciding where the best place is to field/hit towards.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know when to release the ball during a cricket throw, so that the ball travels towards the batter (just before the down stroke).</p> <p>I know that to catch when fielding is similar to that in rounders, a scoop/cup motion to catch from a height and position myself under the ball.</p> <p>I know that the cricket bat always remains pointing towards the ground and my arms are kept straight. I step into the hit.</p>	<p>Bowler Batter Runs Fielding</p>
Athletics	<p>I can improve and sustain running technique at different speeds and apply the skills learnt to sports day. I know how I must improve and will listen and implement advice.</p> <p>I can demonstrate accuracy & technique in a range of jumping actions and apply the skills learnt to sports day. I know how I must improve and will listen and implement advice.</p> <p>I can identify & explain good athletic performance and apply the skills learnt to sports day. I can vary the force behind the object in order to push for personal bests. Starting to develop own technique.</p> <p>I can describe the changes in my body when running, jumping & throwing. I am able to apply the skills learnt to sports day.</p>	<p>I know how to vary my running speed based upon distance. E.g. short distance = sprint, long distance = start jogging and build up speed and maintain it. I know the purpose of a pace setter and I can follow one.</p> <p>I know that my stance and the force in my legs help an object propel through the air.</p> <p>I know that my arms and wrists are just as important when throwing an object in order to propel it further.</p>	<p>Sprint, jog Distance (marathon cross country) Javelin Shot putt Force propulsion</p>

MFL - Key learning points:

<p>Listening</p> <p>I can listen attentively and begin to understand instructions, everyday classroom language and praise words.</p> <p>I can look at the face of the person speaking and listen attentively.</p> <p>I can recognise words which the teacher mouths silently.</p> <p>I can recognise and respond to sound patterns and words.</p> <p>I can identify specific phonemes and words.</p> <p>I can begin to hear main word classes.</p> <p>I can recognise commonly used rhyming sounds.</p> <p>I can remember rhyming words.</p> <p>I can use actions and rhymes and play games to aid memorisation.</p> <p>I can listen and respond to simple rhymes, stories and songs.</p>	<p>Rigolo 2,</p> <p>Unit 1, Introductions</p> <p>Know key words and phrases for: Greetings, Family and pets, Physical and Personal descriptions, Alphabet</p> <p>Numbers Age Birthday Seasons and months</p> <p>Grammar</p> <p>Formal/ informal forms</p> <p>Verb Avoir – 1st, 2nd, 3rd person</p> <p>Adjectival agreements</p> <p>Adjectives of appearance</p> <p>Conjunctions</p> <p>Verb -Être - 1st/2nd/3rd person</p> <p>Adjectives of personality</p> <p>Nouns.</p> <p>Adjectives of size Pronunciation & comparison of target language's full phonic range to English</p> <p>Numbers to 100 Correctly use proper noun capitalization and date recording conventions</p> <p>Use of negatives</p>	<p>Key Vocabulary</p> <p>Bonjour, Salut</p> <p>Comment t'appelles-tu? Je m'appelle...</p> <p>Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</p> <p>Tu es français(e)/britannique? Oui/Non, je suis...</p> <p>Quel âge as-tu? J'ai... ans</p> <p>Mon anniversaire, c'est le... + months: janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December)</p> <p>Tu as des frères ou des sœurs?</p> <p>J'ai un(e)/deux/trois... frères/sœurs</p> <p>Je n'ai pas de frères ou de sœurs</p> <p>il/elle a... il/elle n'a pas de...+ revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare</p> <p>il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e) français (e), britannique</p>
<p>Speaking</p> <p>I can understand and express simple opinions.</p> <p>I can begin to ask for repetition and clarification in the target language.</p> <p>I can use context and previous knowledge to help understanding.</p> <p>I can begin to use knowledge of words, text and structure to build simple spoken passages.</p> <p>I can begin to develop accuracy in pronunciation and intonation.</p> <p>I can begin to pronounce/ read aloud unknown words.</p> <p>I can prepare and practise simple conversations; re-using familiar vocabulary and structures in new contexts.</p>	<p>School and Daily routine, Rig 2, units 2,9</p> <p>Know key words and phrases for school subjects, opinions, time, timetables, after school activities, breakfast foods.</p> <p>Grammar</p> <p>Time</p> <p>Reflexive verbs Days of the week Numbers</p> <p>Compare time conventions with English</p> <p>Opinions (.+ve and -ve)– like/ dislike</p> <p>Conjunctions: and, but.</p> <p>Adverbs of time: before, after, first, next, then</p> <p>Simple present tense</p> <p>Understand and use the definite article correctly: le/la/l'/les</p>	<p>Key language U2</p> <p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <p>J'aime/Je n'aime pas + subjects</p> <p>C'est bien/cool/nul</p> <p>Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et finit à...</p> <p>U9</p> <p>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</p> <p>Daily routine phrases + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</p> <p>Qu'est-ce que tu prends au petit déjeuner?</p> <p>Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine</p> <p>Adverbs - normalement, d'abord, ensuite, enfin, après l'école</p>

<p>Reading</p> <p>I can read frequently a variety of short texts.</p> <p>I can begin to read and understand the main points and some detail from short written passages related to current topic.</p> <p>I can begin to use context, previous knowledge and understanding of grammar conventions to support reading skills.</p> <p>I can use a dictionary or a word list to investigate word meanings, check spellings and find alternatives when making changes to a model text.</p> <p>I can sort words into different categories.</p> <p>I can begin to apply phonic knowledge of the target language to support reading and writing.</p> <p>I can notice different text types and deal with authentic texts.</p>	<p>Free time (Rig 2, units 7,4)</p> <p>Know key words and phrases for describing their hobbies and activities; say where you are going with time, ask for and give directions (e.g. to the park, leisure centre, skate park, library, cafe).</p> <p>Grammar U7</p> <p>-Use several verbs in 1st person</p> <p>-Use negatives</p> <p>-Use verbs in 3rd person</p> <p>-Using j'aime/je n'aime pas, etc. with an infinitive</p> <p>U4</p> <p>-Use le/la/l' correctly with places</p> <p>-Use sequencers d'abord, ensuite, enfin to say longer sentences</p> <p>-Give instruction using the vous form</p> <p>-Use prepositions au/à la/à l' with places</p>	<p>Key languageU7</p> <p>Qu'est-ce que tu fais [lemercredi/le samedi]? Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller Tu fais... ? joues... ? regardes... ?</p> <p>Je n'écoute pas... Je ne regarde pas... Je ne joue pas</p> <p>... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de...</p> <p>Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/après-midi/soir? Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde (la télé), joue [au tennis/au foot]</p> <p>Est-ce que tu aimes faire/ écouter/ jouer/ regarder...? J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport.</p> <p>U4</p> <p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p> <p>[La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit.</p> <p>D'abord... ensuite... enfin... +directions</p> <p>Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché.</p> <p>Je vais à la boulangerie/piscine. Je vais à l'école.</p> <p>Il est [deux] heure(s). J'vais au/à la/à l' + places</p>
<p>Writing</p> <p>I can write words, phrases, simple sentences and short texts using a model and reference.</p> <p>I can manipulate language by changing an element in a sentence.</p> <p>I can prepare a short presentation on a familiar topic using familiar language.</p> <p>I can begin to refer to recent experiences as well as to everyday activities.</p> <p>I can appreciate that different languages use different writing conventions.</p> <p>I notice that words will not always have a direct equivalent in the language.</p> <p>I can apply knowledge of grammar rules and conventions of word order to build sentences.</p> <p>I can begin to use question forms and negatives.</p> <p>I can use singular and plural/ masculine, feminine and neuter agreements.</p> <p>I can begin to identify and use past tense forms.</p> <p>I can build lists of words to read and memorise related to different topics.</p>		
<p>Intercultural Understanding</p> <p>I can look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>I can recognise similarities and differences between places.</p> <p>I can compare symbols, objects or products which represent their own culture with those of another country.</p>		

PSHE - Key learning points:

Summer 1: Relationships

- I have an accurate picture of who I am as a person and in terms of my characteristics and personal qualities.
- I understand that belonging to an online community can have positive and negative consequences.
- I understand there are rights and responsibilities in an online community or social network.
- I know there are rights and responsibilities when playing a game online.
- I can recognise when I am spending too much time using devices (screen time).
- I can explain how to stay safe when using technology to communicate with my friends.

Summer 2: Changing Me

- I am aware of my own self-image and how my body image fits into that.
- I can explain how a girls' body changes during puberty and understand the importance of looking after yourself physically and emotionally.
- I can describe how boys' and girls' bodies change during puberty.
- I understand that sexual intercourse can lead to conception and that is how babies are usually made.
- I also understand that sometimes people need IVF to help them to have a baby.
- I can identify what I am looking forwards to about becoming a teenager and understand this brings growing responsibilities.
- I can identify what I am looking forward to when I move to my next class.

RE - Key learning points:

5c	<p>Su1 (Choice A) Sikhism - Prayer and worship Values and commitments</p> <p>I can say how I feel about something special to Sikhs.</p> <p>I can say why I think this might be a good way of showing commitment to God.</p> <p>I can start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p> <p>Su1 (Choice B) Hindu - Beliefs and moral values</p> <p>Meaning, purpose and truth</p> <p>I can talk about what I find interesting or puzzling about Hindu belief.</p> <p>I can talk about a Hindu belief and start to say if I agree with it.</p> <p>I can start to see how belief in Karma could make a difference to how Hindus choose to live.</p>	<p>Practices and ways of life</p> <p>Understand how Sikhs show their commitment to God and evaluate if there is a best way.</p> <p>Use the right names for things that are special to Sikhs.</p> <p>Practices and ways of life</p> <p>Understand the impact of certain beliefs on a Hindu's life.</p> <p>Know the right name for a Hindu belief e.g. Karma.</p> <p>Compare Hindu and Christian beliefs relating</p>	<p>Sikhism</p> <p>Sikh</p> <p>Prayer</p> <p>Worship</p> <p>Turbans</p> <p>Guru</p> <p>Granth Sahib</p> <p>Hindu</p> <p>Beliefs</p> <p>Karma</p> <p>Samsara</p> <p>Moksha</p> <p>Reincarnation</p>
----	---	--	--

<p>I can express my own views about Hindu beliefs and say whether they make sense to me or not. I can express an opinion on the Hindu belief in reincarnation with some reasoning.</p> <p>Su2 Christianity - Beliefs and practices Values and commitments</p> <p>I can decide which way I think is the best way for a Christian to show commitment to God. I can start to understand there are different degrees of commitment and that's up to individual Christians. I can explain why I think some ways of showing commitment to God would be better than others for Christians. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>	<p>to life after death.</p> <p>Practices and ways of life Forms of expressing meaning Understand how Christians show their commitment to God and evaluate if there is a best way. Use the right names for things that are special to Christians.</p>	<p>Christianity Beliefs Ten Commandments Holy spirit Communion</p>
--	--	--

<p><u>English links: (reading and writing)</u> History- Using primary and secondary sources to find out about the race to the pole.</p>	<p><u>Maths links:</u> Geography-grid references Geography- I can study and collect data about a river – velocity of flow (distance, average speed), measure depth. P.E. (Outdoor Adventurous topic)- coordinates History- Placing events on timelines Trip- Geography and Maths skills- Study and collect data about a river including velocity of flow (distance, average speed) and measure depth. Then in the next topic lesson the children will draw graphs to compare velocity of flow and to compare depth of water at different points along the river.</p>
<p><u>Community engagement:</u> Staff sharing their experiences of mountaineering and exploring. Geography- Linking learning to a place in the local area (Cannock Chase).</p>	<p><u>ICT links:</u> PSHE- Relationship's topic related to e-safety and behaviour online. Use Google Earth to look at waterways in Britain, Scott's hut in Antarctica and to compare the physical features found in the Grand Canyon and at Cannock Chase.</p>
<p><u>Moorhill moment to be delivered:</u> Grow our own plant.</p>	<p><u>Values included:</u> Outdoor adventurous activities- importance of teamwork History- Look how explorers in History, during the race to the pole, had high aspirations and showed self-belief. Geography- Look at the impact that humans are having in the Arctic and how we can reduce the impact, thinking about showing respect for our environment.</p>

<p><u>Current affairs</u> Geography- What impact are we having on the environment, particularly the Arctic environment? How can we reduce the impact we have on the environment? Geography river topic- Link to flooding early in 2020.</p>
--

