



UNDERSTANDING THE WORLD

Working scientifically UKS2

- sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- sc83 using test results to make predictions to set up further comparative and fair tests
- sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

- sc85 identifying scientific evidence that has been used to support or refute ideas or arguments.

Light UKS2

- sc110 recognise that light appears to travel in straight lines
- sc111 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- sc112 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- sc113 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

COMMUNICATION AND LANGUAGE

UKS2

- fl1 I can understand what is being said to me and respond correctly
- fl3 I can have a conversation including asking and answering questions
- fl4 I can speak in grammatically correct sentences
- fl5 I can pronounce words correctly so that I am understood
- fl7 I can read simple passages with understanding
- fl10 I can write phrases from memory
- fl11 I can speak and write about everyday life
- fl12 I know that some words are governed by gender

- fl12.1 I can conjugate some high-frequency verbs
- fl12.2 I know the correct order of words in a sentence and that the order may differ from English
- sl25 listen and respond appropriately to adults and their peers
- sl26 ask relevant questions to extend their understanding and knowledge
- sl27 use relevant strategies to build their vocabulary
- sl32 speak audibly and fluently with an increasing command of Standard English
- sl33 participate in discussions, presentations, performances, role play, improvisations and debates

PHYSICAL EDUCATION

UKS2

- pe11 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- pe11.1 I can explain how developing my skills separately has improved my performance in team games
- pe12 I can play competitive net, striking, fielding and invasion games
- pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply them
- pe13 I can identify the techniques I need to practice to improve my strength and performance in athletic activities

- pe16.1 I can show you how I have improved in different activities over time

Swimming and water safety UKS2

- pe17 I can swim unaided in a recognised style over a distance of 25m
- pe17.1 I can swim at least two strokes in a recognised style
- pe17.2 I can demonstrate self-rescue skills

LAW
6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour rewards, celebrated in Thursday and Friday assemblies
Reading awards

LAW
6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour rewards, celebrated in Thursday and Friday assemblies
Reading awards

INDIVIDUAL LIBERTY
Responses to pupil questionnaire
Lunchtime book club
Class Council
Sports Council
Mentorship and 'Revision Rally' Programme
Extra Curricular clubs

MUTUAL RESPECT AND TOLERANCE
RE Curriculum Monday and Tuesday assemblies.
ISA - links with a school in Kenya.
Show Racism the Red Card
Sign Squad
Guide Dogs
French



Religious Education

- Week 1: Can I recognise that expressing faith involves feelings and emotions?
- Week 2: Can I recognise that colour can be used to express religious feelings and ideas?
- Week 3: Can I understand that art can be sacred and spiritual for believers?
- Week 4: Can I compare and contrast the use of art in religions?
- Week 5: Can I understand how drama is used to reinforce important teachings and stories in religions?
- Week 6: Can I explain how music can be a form of expression in many religions?
- Week 7:

English

- Week 1: Persuasive Writing
- Week 2: Assessment
- Week 3: Digital Literacy - Alma
- Week 4: Digital Literacy - Alma
- Week 5: Digital Literacy - Alma
- Week 6: Digital Literacy - Alma
- Week 7: Digital Literacy - Alma

G/P/S to be covered this term - Daily RWInc spelling programme, brackets, dashes, semi-colons, colons, hyphens, adverbials, word class, modals, modifiers, prepositional phrases, conjunctions, active and passive voice, clauses, pronouns, sentence types.

IT and Computing

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

- Week 1: Can I capture digital images?
- Week 2: Can I manipulate digital images?
- Week 3: Can I manipulate digital images?
- Week 4: Can I present images in a variety of different formats?
- Week 5: Can I present images in a variety of different formats?
- Week 6: Can I produce a presentation using a variety of images?
- Week 7: Can I produce a presentation using a variety of images?

Maths

- Week 1: Statistics
- Week 2: Assessment
- Week 3: Fractions, decimals, percentages
- Week 4: Fractions, decimals, percentages
- Week 5: Measurement
- Week 6: Properties of shapes
- Week 7: Properties of shapes

'Speed Calc' 10mins daily
Reasoning activity 10mins daily within AM lesson, additional 10-20 mins PM Reasoning session
3 aims lesson (Fluency, Reasoning and Problem Solving) once per week

PE

Following the Thomas Hepburn sporting calendar - Cricket
15 mins fitness sessions at the beginning of each lesson with the children - running, jumping, speed bounce, throwing
Y5 children to participate in weekly swimming sessions.

LITERACY

Reading - word reading UKS2

- e200 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension UKS2

- e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e203 reading books that are structured in different ways and reading for a range of purposes
- e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- e205 recommending books that they have read to their peers, giving reasons for their choices
- e206 identifying and discussing themes and conventions in and across a wide range of writing
- e207 making comparisons within and across books
- e211 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- e212 asking questions to improve their understanding
- e213 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- e214 predicting what might happen from details stated and implied
- e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- e216 identifying how language, structure and presentation contribute to meaning
- e217 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- e218 distinguish between statements of fact and opinion
- e219 retrieve, record and present information from non-fiction
- e220 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- e221 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- e222 provide reasoned justifications for their views.

Writing - transcription - Spelling UKS2

- e223 use further prefixes and suffixes and understand the guidance for adding them
- e224 spell some words with 'silent' letters [for example, knight, psalm, solemn]
- e225 continue to distinguish between homophones and other words which are often confused
- e226 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (e.g. omitted) relative pronoun
- e227 use dictionaries to check the spelling and meaning of words
- e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- e229 use a thesaurus.

Writing - handwriting and presentation UKS2

- e230 write legibly, fluently and with increasing speed by:

- e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- e232 choosing the writing implement that is best suited for a task.

Writing - composition UKS2

- e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- e235 noting and developing initial ideas, drawing on reading and research where necessary
- e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- e238 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- e239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- e240 precisising longer passages
- e241 using a wide range of devices to build cohesion within and across paragraphs
- e242 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- e244 assessing the effectiveness of their own and others' writing
- e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- e246 ensuring the consistent and correct use of tense throughout a piece of writing
- e247 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- e248 proof-read for spelling and punctuation errors
- e249 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation UKS2

- e251 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- e252 using passive verbs to affect the presentation of information in a sentence
- e253 using the perfect form of verbs to mark relationships of time and cause
- e254 using expanded noun phrases to convey complicated information concisely
- e255 using modal verbs or adverbs to indicate degree of possibility
- e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- e257 learning the grammar for years 5 and 6 in English Appendix 2
- e259 using commas to clarify meaning or avoid ambiguity in writing
- e260 using hyphens to avoid ambiguity
- e261 using brackets, dashes or commas to indicate parenthesis
- e262 using semi-colons, colons or dashes to mark boundaries between independent clauses
- e263 using a colon to introduce a list
- e264 punctuating bullet points consistently
- e265 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

- m188 read, write, compare and order numbers to at least 1 000 000 and determine the value of each digit
- m189 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- m190 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including zero
- m161 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- m162 solve number problems and practical problems that involve all of the above
- m163 read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number - addition and subtraction UKS2

- m164 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- m165 add and subtract numbers mentally with increasingly large numbers
- m166 use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- m167 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division UKS2

- m168 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- m171 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- m173 divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- m174 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- m177 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- m178 solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number - fractions (including decimals and percentages) UKS2

- m179 compare and order fractions whose denominators are all multiples of the same number
- m180 identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- m181 recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 = 4/5 = 6/5 = 1 1/5]
- m182 add and subtract fractions with the same denominator and denominators that are multiples of the same number
- m183 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- m184 read and write decimal numbers as fractions [for example, 0.71 = 71/100]
- m185 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- m186 round decimals with two decimal places to the nearest whole number and to one decimal place
- m187 read, write, order and compare numbers with up to three decimal places

- m188 solve problems involving number up to three decimal places
- m189 recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- m190 solve problems which require knowledge percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Measurement UKS2

- m191 convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- m192 understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- m193 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- m194 calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- m195 estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity (for example, using water)
- m196 solve problems involving converting between units of time
- m197 use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

Geometry - properties of shapes UKS2

- m198 identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- m199 know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- m200 draw given angles, and measure them in degrees (o)
- m202 angles at a point and one whole turn (total 360o)
- m203 angles at a point on a straight line and 1/2 a turn (total 180o)
- m204 other multiples of 90o
- m205 use the properties of rectangles to deduce related facts and find missing lengths and angles
- m206 distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Statistics UKS2

- m208 solve comparison, sum and difference problems using information presented in a line graph
- m209 complete, read and interpret information in tables, including timetables.

UKS2

- co41 I can use search technologies effectively
- co42 I am aware that information from some sources may not be accurate
- co43 I understand that some sources are biased
- co45 I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- co46 I know the rules for keeping safe on the internet and how to be a responsible internet user
- co47 I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

PSED & RELIGIOUS EDUCATION

UKS2 Elms Summer 2 2016-2017 Get It In Perspective - Stage

UNDERSTANDING THE WORLD

Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **sc83** using test results to make predictions to set up further comparative and fair tests
- **sc84** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- **sc85** identifying scientific evidence that has been used to support or refute ideas or arguments.

Light UKS2

- **sc110** recognise that light appears to travel in straight lines
- **sc111** use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- **sc112** explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- **sc113** use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

- **m158** read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- **m159** count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- **m160** interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- **m161** round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- **m162** solve number problems and practical problems that involve all of the above
- **m163** read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number - addition and subtraction UKS2

- **m164** add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- **m165** add and subtract numbers mentally with increasingly large numbers
- **m166** use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- **m167** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division UKS2

- **m168** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- **m171** multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- **m173** divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- **m174** multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- **m177** solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- **m178** solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number - fractions (including decimals and percentages) UKS2

- **m179** compare and order fractions whose denominators are all multiples of the same number
- **m180** identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- **m181** recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$]
- **m182** add and subtract fractions with the same denominator and denominators that are multiples of the same number
- **m183** multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- **m184** read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
- **m185** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- **m186** round decimals with two decimal places to the nearest whole number and to one decimal place
- **m187** read, write, order and compare numbers with up to three decimal places
- **m188** solve problems involving number up to three decimal places
- **m189** recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- **m190** solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement UKS2

- **m191** convert between different units of metric

PHYSICAL EDUCATION

UKS2

- **pe11** use running, jumping, throwing and catching in isolation
- **pe11.1** use running, jumping, throwing and catching in combination
- **pe12** play competitive games, modified where appropriate
- **pe12.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe13** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe16.1** demonstrate improvement

Swimming and water safety UKS2

- **pe17** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe17.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke
- **pe17.2** perform safe self-rescue in different water-based situations.

EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad16** to create sketch books to record their observations and use them to review and revisit ideas
- **ad17** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad18** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad19** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad21** about great artists, architects and designers in history.

LITERACY

Reading - word reading UKS2

- **e200** apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension UKS2

- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e203** reading books that are structured in different ways and reading for a range of purposes
- **e204** increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- **e205** recommending books that they have read to their peers, giving reasons for their choices
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e207** making comparisons within and across books
- **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **e212** asking questions to improve their understanding
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- **e216** identifying how language, structure and presentation contribute to meaning
- **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **e218** distinguish between statements of fact and opinion
- **e219** retrieve, record and present information from non-fiction
- **e220** participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- **e221** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- **e222** provide reasoned justifications for their views.

Writing - transcription - Spelling UKS2

- **e223** use further prefixes and suffixes and understand the guidance for adding them
- **e224** spell some words with 'silent' letters [for example, knight, psalm, solemn]
- **e225** continue to distinguish between homophones and other words which are often confused
- **e226** use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- **e227** use dictionaries to check the spelling and meaning of words
- **e228** use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- **e229** use a thesaurus.

Writing - handwriting and presentation UKS2

- **e230** write legibly, fluently and with increasing speed by:
- **e231** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- **e232** choosing the writing implement that is best suited for a task.

Writing - composition UKS2

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary

COMMUNICATION AND LANGUAGE

UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl3** engage in conversations; ask and answer questions
- **fl4** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fl11** describe people, places, things and actions orally and in writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **fl12.1** understand basic grammar appropriate to the language being studied, including how to conjugation of high-frequency verbs.
- **fl12.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge
- **sl27** use relevant strategies to build their vocabulary
- **sl32** speak audibly and fluently with an increasing command of Standard English
- **sl33** participate in discussions, presentations, performances, role play, improvisations and debates

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens UKS2

- **pa33** Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).
- **pa34** Understand why and how laws are made and enforced.
- **pa35** Understand there are consequences when rules/laws are broken.
- **pa36** Resolve differences by looking at alternatives, making decisions and explaining choices.
- **pa37** Participate in the school's decision making process.

RE - Learning From Religion UKS2

- **rf29** Reflect on what it means to belong to a faith community and develop ways of communicating others' responses.
- **rf30** Reflect on the level of commitment needed to belong to a religion.
- **rf31** Understand how commitment to a religion is shown.
- **rf32** Discuss and express their own and others' religious beliefs, including wonder.
- **rf33** Reflect on sources of inspiration in their own lives.

Learning About Religion UKS2

- **ra34** Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra35** Describe the practices and ways of life in religions and understand how these stem from beliefs and teachings.
- **ra39** Consider the meaning of a range of forms of religious expression and understand why they are important.
- **ra40** Understand the importance of religious expression.
- **ra41** Make connections between forms of religious expression.
- **ra42** Describe religious and other responses to ethical and ultimate questions.
- **ra43** Use specialist vocabulary to communicate their knowledge and understanding.
- **ra44** Use and interpret information about religions from a range of sources including ICT.

PSED Developing good relationships and respecting the differences between people UKS2

- **pr35** Consider social and moral dilemmas that they come cross in life.

RE - Learning From Religion UKS2

- **rf37** Discuss and express their own and others' views of religious truth and beliefs including concern.
- **rf38** Reflect on sources of inspiration in others' lives.

Learning About Religion UKS2

- **ra49** Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- **ra51** Use specialist vocabulary with confidence to communicate their knowledge and understanding.
- **ra52** Use and interpret information about religions from a range of sources including ICT and religious texts.

