

Curriculum Termly Plan

Year 5 Autumn Term 23/24



Topic name	Space-Could our Grandchildren live on Mars?		
Starting Point	News report on Spaceship landing on the school playground.		
Finale	Sharing of short stories.		
Visit / visitor / outdoor experiences	National Space Centre Young Explorers		
Key Texts	Voyage through Space by Peter Grego (Non-fiction) Cosmic by Frank Cottrell Boyce (Fiction)		
Writing Opportunities	Narrative: description of setting or character Non Chronological reports – planets Recount Newspaper Report on moon landing. Writing an opening to the own story.		
	Skills	Knowledge	Vocabulary
Science	<u>Earth and Space</u> -Plan and carry out an investigation by controlling variables fairly and accurately. -Present a report of their findings through writing, display and presentation. -Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models. -Use test results to make further predictions and set	<u>Earth and space</u> -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Earth and Space</u> Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, waxing, waning, crescent, gibbous. Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, planets, solar system, day, night, rotate, orbit, axis, spherical, geocentric, heliocentric.

	<p>up further comparative tests.</p> <p>-Explain, in simple terms, a scientific idea and what evidence supports it.</p> <p>-Use information to help make a prediction.</p> <p><u>Forces</u></p> <p>-Plan and carry out an investigation by controlling variables fairly and accurately.</p> <p>-Take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>-Make a prediction with reasons.</p> <p>-Use test results to make further predictions and set up further comparative tests.</p> <p>-Present a report of their findings through writing, display and presentation.</p> <p>-Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</p> <p>-Report findings from investigations through written explanations and conclusions.</p> <p>-Explain, in simple terms, a scientific idea and what evidence supports it.</p> <p>-Explain why a measurement needs to be repeated.</p> <p>-Decide which units of measurements they need to use.</p>	<p><u>Deepening:</u></p> <p>-compare the time of day at different places on earth</p> <p>-create shadow clocks</p> <p>-begin to understand how older civilizations used the sun to create astronomical clocks</p> <p>-explore the work of some space pioneers such as Galileo, Copernicus and Neil Armstrong</p> <p><u>Forces</u></p> <p>-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>-Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Deepening:</u></p> <p>-work out how magnets are useful in everyday context</p> <p>-work out the link between magnets and the North and South poles.</p> <p>-describe and explain how motion is affected by forces.</p> <p>-design effective parachutes</p> <p>-work out how water can cause resistance to floating objects.</p>	<p><u>Forces</u></p> <p>Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, force, push, pull, opposing, streamline, brake, mechanism, lever, cog, machine, pulley.</p>						
Computing	<i>Within each unit many of the skills and knowledge are repeated throughout the year. For full details please refer to the Progression Map.</i>								
	<p>Programming</p> <p>Unit 5.1 – We are game developers</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>- write a program that accepts keyboard and mouse input and produces output on screen and through speakers.</p> <p>- understand how data routing works on the internet.</p> <p>- understand how web pages are created and</p>	<table><tr><td colspan="2">Vocabulary listed introduced in year shown. Revisited in subsequent years</td></tr><tr><td>EYFS</td><td>mouse, computer, keyboard, enter/return, chart</td></tr><tr><td>1</td><td>cut, copy, paste, caps lock, digital</td></tr></table>	Vocabulary listed introduced in year shown. Revisited in subsequent years		EYFS	mouse, computer, keyboard, enter/return, chart	1	cut, copy, paste, caps lock, digital
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	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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.</p>	<p>transmitted.</p> <ul style="list-style-type: none"> - use and combine a range of programs on multiple devices. - analyse and evaluate information. - demonstrate that they can act responsibly when using the internet. - discuss the consequences of particular behaviours when using digital technology. - know how to report concerns and inappropriate behaviour in a range of contexts. - decide whether digital content is reliable and unbiased. - work collaboratively with classmates on a class website or blog.- design, write and debug a program using a block language based on their own ideas. - experiment with computer control applications. - plan a solution to a problem using decomposition. - use sequence, selection and repetition in programs. - write a program that accepts keyboard and mouse input and produces output on screen and through speakers. - explain a rule-based algorithm in their own words. - use logical reasoning to detect errors in algorithms. - use and combine a range of programs on multiple devices. - design and create programs on a computer in response to a given goal. - demonstrate that they can act responsibly when using the internet. - discuss the consequences of particular behaviours when using digital technology. - know how to report concerns and inappropriate 		device, resize, QR code, program/sequence/algorithm, bug, debug, code, coding, input device, output device
			2	font, input, data, spreadsheet, import, export, presentation, crop, logical reasoning, search, search engine, keyword
			3	loop, repetition, network, Internet, WWW, World Wide Web, copyright, ownership, permission
			4	server, http, ranking
			5	formulae, variables
			6	

		behaviour in a range of contexts. - decide whether digital content is reliable and unbiased.		
	Computational Thinking Unit 5.2 – We are cryptographers Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	- experiment with computer control applications. - plan a solution to a problem using decomposition. - write a program that accepts keyboard and mouse input and produces output on screen and through speakers. - use and combine a range of programs on multiple devices. - analyse and evaluate information. - decide whether digital content is reliable and unbiased.		
Computing: Internet Safety	Developing online safety guidelines Unit 5.1 - We are Year 5 rule writers Reviewing and editing our online safety rules. Children recall their learning from the previous year's online safety lessons and then review different online safety scenarios to decide on the best response to these. They then review, discuss and edit the online safety rules they created in Year 4.	Consider online safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. Consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button. Review and edit their online safety guidelines. Develop their online safety rules so they are easily understood and appropriate for Year 5 pupils	Vocabulary listed introduced in year shown. Revisited in subsequent years	
	Social and emotional wellbeing and developing resilience Unit 5.2 - We are responsible for our online actions Understanding the impact of online behaviour. Children learn that we must take responsibility for our own actions regardless of what others are doing. They take on the role of one of six characters in an online safety scenario and decide how each	Recognise that online behaviour can have real life negative effects on other people. Understand that we must take responsibility for our own actions online, regardless of what other people are doing. Critically assess all information surrounding an online safety scenario to decide whether it constitutes online bullying. Use their knowledge of online safety to reach a	EYF S	public, private, online, search, share, trust, password, username,
			1	e-safety, cyberbullying, identity, online identity, personal information, block, report, content, digital citizen,
			2	belief/opinion/fact, social media, reliable, source, password, PEGI,
			3	hoax, scam, strong/secure wrt passwords, victim, perpetrator, trustworthy, untrustworthy, digital footprint, netiquette
			4	app permissions, notifications, peer pressure, hacking, virus, virtual vs real,
			5	CEOP, privacy, endorse, parental controls
			6	sexting, BBFC, phishing,

	character should respond to the situation.	consensus on the appropriate response to an online incident.	
History	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Gives some causes and consequences of changes in:</p> <ul style="list-style-type: none"> • Houses and settlements • Culture and leisure activities • Clothes, way of life and actions of people • Buildings and their uses • People's beliefs and attitudes • Things of importance to people • Differences between lives of rich and poor <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Describes how some of the past events/people affect life today.</p> <p><u>Historical enquiry</u></p> <p>Uses documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Lives of significant others and world history – Space exploration.</p>	<p>Chronological Change, chronology, discovery, invention, exploration, influence, effect</p> <p>Astronomy, space technology, outer space, telescopes, space flight, probes, Neil Armstrong, Buzz Aldrin, Michael Collins, Yuri Gagarin, Alexei Leonov, space shuttle, NASA, constellation, Sputnik 1</p>

Geography Key: Locational Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork CATCH UP	Learning about map, points of compass Use world maps, atlases, globes and digital/computer mapping. (see guidance in The development of map skills: Sequence sequence of map skills.doc) Locate the countries of South America, concentrating on their environmental regions, key physical and human characteristics and major cities. <u>Describe</u> the significance of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	<ul style="list-style-type: none"> Recap: What are the seven continents of the world? Where is South America? Is the climate the same throughout South America? Where are the tropical zones of South America? (Look at latitude and tropics) Are there any mountainous regions? Where does the weather get cold in South America? (Proximity to Antarctica) What are the major rivers/lakes? 	Latitude Longitude Equator Northern hemisphere Southern hemisphere <div style="border: 1px solid black; padding: 2px;"> Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle </div>
Art	Process, adapt and change ideas for end-pieces. Tonal infilling is used when needed. (CAS) Develop one key element within their work: line, tone, pattern, texture Mixed media if appropriate, Colour mix and match using colour pencils and use a wide tonal range, Show experience of drawing for different purposes, designing, gathering information Bring depth into their painting. (CAS) Begin to develop their own style. Work in a variety of ways- watercolour, Involve mixed media Map out and structure a realistic study of natural object (Still life) Consider the use of colours and their relationships Combine techniques including computer art where	To know that different types of pencils can impact the thickness and quality of a line used. To know that a continuous line means that you are not to take your pencil from the paper. This continuous line effect can be used for sketching as well as adding detail. <u>To know how to give detailed observations about notable Artists.</u> Artist Rossetti/ Mary Cassat Studied Alan Bean – recreated work by him and improvised. To know that using a previous drawing, the scale can be altered to create a zoomed in version of the original work. Using a paintbrush in different ways affects the finish of the paint. Using the tip of the brush is	adapt, tonal infilling, tonal range, purpose, Realistic, water colour, mixed media

	appropriate	useful for adding precise details. <u>To know how to give detailed observations about notable Artists.</u> Artist: Alan Bean / JMW Turner	
DT Make a vehicle to travel on the surface of mars -must be self-propelled	Design: Can I model ideas using prototypes and pattern pieces? Can I make design decisions for specific groups that take in account the availability of resources? Can I design using annotated diagrams that show step by step plans and model using prototypes? Make: Can I think of accurate finishing techniques and explain why I have chosen them? Can I use a range of tools and equipment expertly? Can I assemble, join and combine many materials and can apply appropriate finishing techniques? Can I explain why my finished product is going to be of good quality and why it will appeal to the audience? Evaluate: Can I analyse who the product was made for, the users' needs and wants and if the product meets its purpose? Can I keep checking that my design is the best it can be and whether anything can be improved? Can I evaluate the appearance and function against the original design? Can I explain why certain materials were chosen and how well they contribute to the product? Can I recognise several inventors/designers and key events and how they have been influential in the D.T. industry?	I know how to use measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. I have a basic understanding of what structures are and how they can be made stronger, stiffer and more stable. I have a basic understanding of electrical circuits, simple switches and components. Technical Knowledge: Electrical and Mechanical Components: I know how to select the most appropriate tools and techniques for a task. I know how to incorporate a switch into my product. I know how to incorporate hydraulics and pneumatics? I know how to refine my product, after testing it. I know how to use the most appropriate materials. I know how to measure accurately to ensure everything is precise. I know how to explain how I have tried to make their product strong and fit for purpose	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, winder, switch, electricity, wire, circuit, bulb design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional drive belt, rotation, spindle, driver, axle circuit, switch, circuit diagram annotated drawings mechanical system, electrical system design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief
Music	Using my voice I can: sing confidently in a variety of	I have investigated music for evidence of: some	Key Vocab – Pitch, Tempo, Volume,

<p>CHARANGA UNIT: LIVING ON A PRAYER IMPROVISE Bronze, Silver and Gold (three) challenges per level using notes G, A & B EXTENDED IMPROVISATION Improvise after the leader (Q & A) on a range of notes COMPOSE create a 3(5) note set for a range of classroom instruments for the composing task Charanga: Classroom Jazz 1 MUSICAL FOCUS: PERFORMANCE</p>	<p>styles with expression; communicate the meaning and mood of the song; sing a simple second part of a two part song with confidence; maintain my own part in a round; perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> <p>Using instruments I can: perform on up to three instruments in mixed groups to an audience, with confidence; read and play with confidence from conventional or graphic notation; continue to play by ear on some pitched instruments, extending the length of phrases, melodies played; perform with sensitivity to different dynamics, tempo; lead/conduct a group of instrumental performers; maintain a rhythmic or melodic accompaniment to a song; maintain my own part on a pitched instrument in a small ensemble; perform my own compositions to an audience.</p> <p>I can at times use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</p> <p>I can create: my own simple songs reflecting the meaning of some of the words; music with intention - descriptive, rap, melody with an ostinato; a song with an appropriate pitched and unpitched accompaniment.</p> <p>I can refine my own compositions after discussion.</p> <p>I can use a range of symbols to record my compositions.</p>	<p>chords / harmony – concord and discord; scales, such as Pentatonic, Rag, Blues; texture created by layering rhythmic and/or melodic ostinatos; musical devices such as repetition, call/response, and ostinato.</p> <p>I can recognise: some of the differences in timbre and texture in a variety of instruments; “What happens when” - within simple musical structures; features of expression - phrasing, melody, harmony, dynamics, metre, tempo; similarities/ differences in instrumental music of different countries/ times; some areas for development or refinement when composing.</p> <p>I know what makes a good performance.</p>	<p>Pulse, Rhythm, Melody, Notes, Percussion, Structure, Repetition, Timbre. Orchestral, Dynamics, Soundwaves, Effective Silence, Ostinato, Crescendo, Harmony, composition, metre, texture.</p>
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	<p>understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Gymnastics</u></p> <p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>*Real PE*</p> <p>Social- Autumn 1</p> <ul style="list-style-type: none">• I can negotiate and collaborate appropriately.• I can give and receive sensitive feedback to improve myself and others.• I help organise roles and responsibilities and can guide a small group through a task.• I cooperate well with others and give helpful feedback.• I am happy to show and tell others about my ideas.• I show patience and support others.		
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	<p>Dynamic Balance: On a Line</p> <p>1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed.</p> <p>Counter Balance: In Pairs</p> <p>1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot</p> <p>Personal- Autumn 2</p> <ul style="list-style-type: none">• I recognise my strengths and weaknesses and can set myself appropriate targets.• I see all new challenges as opportunities to learn and develop.• I can cope well and react positively when things become difficult.• I can persevere with a task and improve my performance through regular practice.• I know where I am with my learning and I have begun to challenge myself. <p>Coordination: Ball Skills</p> <p>In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with</p>		
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	<p>legs apart and perform 24 criss-crosses, with and then without a bounce.</p> <p>Agility: Reaction & Response</p> <p>From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>		
<p>PSHE</p> <p>You are awesome?</p>	<p><u>Beginning and Belonging BB56</u></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn • know the names of everyone in their class and be able to build new relationships • know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions • be able to identify a range of people in their Network of Support, and know how to access help and support • have ideas for helping new people feel welcome, and be able to offer support to others who need help. <p><u>Family and Friends FF56</u></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • describe aspects of healthy and unhealthy relationships, online and offline • have developed ways of beginning new friendships and maintaining existing ones, on and offline • have strategies for managing some of the pressures in friendships and family relationships • understand when consent should be sought and given in their current relationships, on and offline • be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges 	<p><u>Beginning and Belonging BB56</u></p> <ol style="list-style-type: none"> 1. To develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others. 2. To develop strategies for building collaborative relationships within the class and the school. 3. To recognise, the emotions people might feel in a new situation and how to support them. 4. To know how to help new people feel welcome, in a range of situations in and out of school. 5. To develop their own strategies for coping with emotions and developing resilience in new situations. 6. To be able to identify a range of sources of support and know how to seek help. 7. To be able to ask for help and support for others, report concerns and keep trying until they are heard. 8. To understand what they have learned in this unit and be able to share it. <p><u>Family and Friends FF56</u></p> <ol style="list-style-type: none"> 1. To explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy. 2. To explore the concepts of trust and loyalty in changing relationships, on and offline. 3. To explore skills for choosing, making and developing new friendships, including online only friendships. 4. To recognise some of the pressures on friendships and family relationships and to develop strategies to manage them. 5. To understand how communication, empathy and 	<p>Vocabulary</p> <p>Relationships, situations, belonging, support networks, emotions, diversity, trust, prejudice, stereotypes,</p>

	<ul style="list-style-type: none"> • understand how families can support each other through periods of change or pressure. <p><u>Anti-Bullying AB56</u></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to describe the key characteristics and forms of bullying • be able to talk about personal reasons why someone may engage in bullying • be beginning to identify and describe specific types of prejudice driven bullying • be able to describe the different roles of those involved in a bullying situation • be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied • be able to describe confidently and demonstrate a number of assertiveness techniques • be beginning to identify places where bullying may take place in the community. 	<p>compromise all contribute to resolving conflict.</p> <p>6. To understand when people should give and get consent in both on and offline situations.</p> <p>7. To understand that healthy families are committed to supporting each other as the needs of the members change.</p> <p>8. To identify people in their network, on and offline, to explore how these relationships have changed and how people support each other.</p> <p><u>Anti-Bullying AB56</u></p> <ol style="list-style-type: none"> 1. To be able to correctly distinguish between friendship difficulties and bullying. 2. To be able to define the key characteristics of verbal, physical, indirect and cyber forms of bullying. 3. To understand the common elements of all types of bullying and those that differ. 4. To understand how people who bully may use power imbalance, manipulation and exclusion within groups. 5. To explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others. 6. To understand more about forms of prejudice-based bullying. 7. To understand cyberbullying, how to take positive action to prevent it and how to ask for help. 8. To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour. 9. To understand personal circumstances that may lead someone to engage in bullying or become a target of bullying. 10. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. 11. To understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders. 12. To consider when, where and what types of bullying are happening in the local community and how to respond. 13. To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community. 	
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<p>RE</p>	<p>Begin to make connections between different belief and practices of all religions. (AT1)</p> <p>Begin to compare stories, beliefs and practices from different religions including differences and similarities. (AT1)</p> <p>To understand and begin to evaluate the diversity of belief in different religions, nationally and globally. (AT1)</p> <p>Articulate and begin to apply the different responses to ethical questions from a range of different religions (AT1)</p> <p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. (AT2)</p> <p>Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities. (AT2)</p> <p>Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system. (AT2)</p> <p>Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response. (AT2)</p>	<p>Is religion what you say or what you do? (5wks)</p> <p>Make links to local, national and international examples of religion (similarities and differences)</p> <p>Make links to Humanism – refer to progression map – research the meaning of Humanism and who are Humanists? Can one do good without being religious?</p> <p>Judaism:</p> <p>Bar/Bat Mitzvah ceremony –becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community?</p> <p>Bar Mitzvah sermon –reflection on Torah stories –what do these stories mean to a boy/girl in XXI century Britain.</p> <p>Christianity:</p> <p>Explore the origin and meaning of the Lord's Prayer and how it is used in worship today.</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice.</p> <p>Explore Jesus' teaching as a foundation for Christian living:</p> <ul style="list-style-type: none"> • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices <p>Public life – individuals and churches active in charities e.g. Christian Aid, foodbanks, Fair Trade</p> <p>Islam:</p> <p>Have an opportunity to question believers.</p> <p>Prophet and how he was given the title of the 'truthful'.</p> <p>Consider and discuss how Prophet is a role model for Muslims.</p> <p>Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p> <p>Sikhism:</p> <p>What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life?</p> <p>Harvest - What in 'my world' is given to me; what belongs to me and what should people share? (2wks)</p> <p>Festivals –find out how Christians celebrate some festivals such as Harvest.</p> <p>Would the Christian Church support a war? (4wks)</p> <p>Understand that the Bible is the most translated book in</p>	<p>Christianity:</p> <p>Advent, Baptism, Bible, Chaplin, Christ, Christmas, Church, Disciple, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Jesus, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Psalm, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.</p> <p>Humanism:</p> <p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.</p> <p>Judaism:</p> <p>Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p> <p>Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.</p> <p>Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.</p> <p>Islam:</p> <p>Allah, Hajj (pilgrimage), Islam, Mihrab (architectural element of mosque, indicates direction of prayer), Mosque, Muslim, Prophet, Qiblah (direction of prayer, to Mecca), Quran, Salaah (prayer), Sawm (fasting), Shahada (testimony/declaration of faith), Zakat (giving to charity), five pillars of Islam.</p> <p>Sikhism:</p> <p>Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool</p>
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		<p>the world and discover the work of the Bible Society or other mission groups.</p> <p>Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs.</p> <p>Christmas – Does the birth of Jesus deserves such a nearly worldwide celebration? (3wks)</p> <p>Festivals –find out how Christians celebrate some festivals such as Harvest, Remembrance Sun-day, Advent, Christ-mas, Lent, Easter, Ascension Day Pentecost.</p>	<p>Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.</p>
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