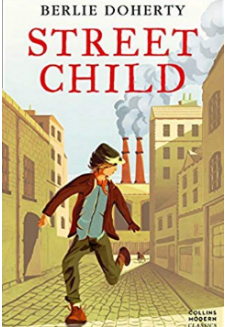

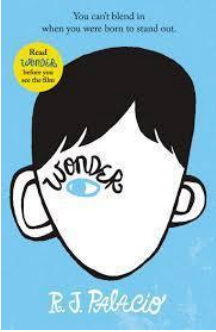
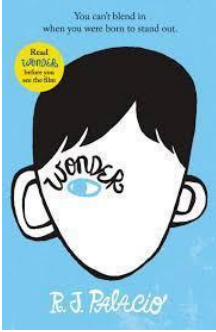

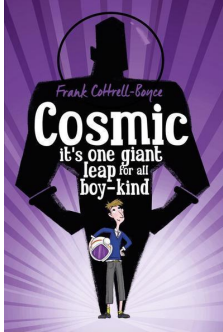


Year 5/6 Curriculum Overview - Cycle A

<p>Autumn Term Global theme(s): Social Justice and Equity</p> <p>Focus: Social responsibility</p>		<p>Spring Term Global theme(s): Identity and Diversity</p> <p>Focus: Respecting and accepting differences</p>		<p>Summer Term Global theme(s): Globalisation, Power and Governance</p> <p>Focus: 1)How UK government is formed 2) The Space Race</p>	
<p>Autumn 1 Victorian Poverty</p>	<p>Autumn 2 The impact of your actions on others</p>	<p>Spring 1 Prejudice and discrimination</p>	<p>Spring 2 Celebrating diversity</p>	<p>Summer 1 Being just - how we would rule a country</p>	<p>Summer 2 Developments in space travel</p>
<p>Core texts</p> 	<p>Core text</p> 	<p>Core text</p> 	<p>Core text</p> 	<p>Core text</p> 	<p>Core text</p> 

<p>Curriculum overview</p> <p>Children will use extracts from 'Street Child' to recognise how poverty/homelessness has changed over time and how society has tackled it. Concentrate on the establishment of Victorian workhouses.</p> <p>Children will consider the reasons modern families might experience financial hardship and the difficulty they might have budgeting on a low income.</p>	<p>Curriculum overview</p> <p>Children will compare experiences with homelessness in the modern era and consider how social injustices are managed by the government. There will be additional comparisons with rich and poor through the study of A Christmas Carol.</p> <p>Children will look to become agents of change by promoting the support of local charities supporting the homeless including The People's kitchen in the run up to the Harvest period.</p>	<p>Curriculum overview</p> <p>Children will consider how appearance can form judgements of a person and consider if this is fair. Our key text 'Wonder' will help children to examine the themes of discrimination, stereotyping and the importance of not judging somebody by their appearance. The children will be supported to consider the different perspectives of the characters in the text and why they might have formed their views.</p>	<p>Curriculum overview</p> <p>Our learning will be supported during PSHE sessions when we will research the culture and traditions of people in other countries. We will discuss the value of celebrating our differences and the need for equality, regardless of gender, physical disability or ethnicity.</p> <p>Children will also consider stereotypes of older people in coverage of Animals including Humans in Science.</p>	<p>Curriculum overview</p> <p>Children begin to look at how the UK government is formed over time and develop the understanding of how a bill is submitted to parliament through green and white papers before constructing their own parliamentary rally.</p>	<p>Curriculum overview</p> <p>Children consider how the space race between Russia/America led to competition in technological advancement. Through the novel 'Cosmic', children explore the sci-fi genre and features of this writing. They use this focus to consider evidence of the moon landing and create an expedition report from a fictional planet. This knowledge is supported by the content taught in the Science 'Earth and Space' topic.</p>
<p>Diversity, Community & Global Project Outcome</p> <p>Explore local charities and find out about Barnados, Tin on a Wall and The Cedarwood Trust</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Explore local charities and find out about Barnados, Tin on a Wall and The Cedarwood Trust</p> <p>Collect for Tin on A Wall.</p>	<p>Diversity, Community & Global Project Outcome</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Visit from Liam Murray to explore physical differences and celebrate diversity.</p>	<p>Diversity, Community & Global Project Outcome</p> <p>Letter to MP about concerns about climate and environment</p>	<p>Diversity, Community & Global Project Outcome</p>
<p>English</p>					

<p>Writing outcomes</p> <p>Character profiles.</p> <p>Describing a setting.</p> <p>Non chronological report about Victorian Workhouses.</p> <p>Fact file about Thomas Barnardo.</p>	<p>Writing outcomes</p> <p>Script writing based on 'A Christmas Carol' and redemption.</p> <p>Balanced argument about whether Christmas is just about receiving gifts.</p> <p>Persuasive letter about the importance of donating to food banks.</p>	<p>Writing outcomes</p> <p>Series of letters using both formal and informal tone.</p> <p>Diary entries from the perspective of different characters.</p>	<p>Writing outcomes</p> <p>Playscript in preparation for a drama performance.</p>	<p>Writing outcomes</p> <p>Create own narrative using sci-fi genre-specific theme.</p> <p>Balanced argument about the moon landing (real or fake?).</p> <p>Write a setting description for a fictional planet.</p>	<p>Writing outcomes</p> <p>Create a bill for a green paper.</p> <p>Write letters to persuade.</p>
<p>Grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Proper Nouns • Direct & Indirect (Reported) Speech Assess and Review • Modal verbs • Adverbs of Possibility • Converting Nouns and Adjectives into Verbs • Suffixes -ate, -ise, -ify • Tenses: Past & Present Progressive and Present Perfect Possessive • Plural Apostrophes • Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases) 		<p>Grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Prepositions • More Prefixes • Coordinating Conjunctions • Using Inverted Commas (Changing the Position of the Reporting Clause) • Parenthesis - Brackets Commas for Meaning and Clarity • Determiners More Suffixes Subordinating Conjunctions Linking Paragraphs with Adverbials 		<p>Grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Pronouns & Possessive Pronouns Word Families Subordinate Clauses Writing Cohesive Paragraphs Parenthesis -Commas Homophones • Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis - Dashes 	
<p>Maths</p>					
<p>Maths curriculum</p> <ul style="list-style-type: none"> • Number: Place value • Addition and subtraction • Multiplication and Division A 	<p>Maths curriculum</p> <ul style="list-style-type: none"> • Number: Multiplication and Division A • Fractions A 	<p>Maths curriculum</p> <ul style="list-style-type: none"> • Number: Multiplication and Division B • Fractions B • Decimals and Percentages 	<p>Maths curriculum</p> <ul style="list-style-type: none"> • Number: Decimals and Percentages • Measurement: Perimeter and Area 	<p>Maths curriculum</p> <ul style="list-style-type: none"> • Geometry: Properties of Shape • Position and Direction • Number: Negative numbers 	<p>Maths curriculum</p> <ul style="list-style-type: none"> • Number: Decimals • Measurement: Converting units • Volume
<p>Science</p>					
<p>Science</p> <p>Materials</p> <p>Why is it important to</p>	<p>Science</p> <p>Living things and their habitats.</p>	<p>Science</p> <p>Forces.</p>	<p>Science</p> <p>Animals including humans.</p>	<p>Science</p> <p>Earth and Space.</p> <p>How does Earth's movement in space impact our days</p>	

<p>investigate properties of materials?</p> <ul style="list-style-type: none"> • Why are materials chosen for different jobs? • What is the difference between a conductor and an insulator? • Are these solids dissolving or disappearing? • How can these mixtures be separated? • Are these changes reversible? 	<p>Why do living things live in different habitats?</p> <ul style="list-style-type: none"> • How do plants reproduce? • What is asexual reproduction? • Do larger mammals have longer gestation periods? • How do the life cycles of different species compare? 	<p>What are the effects of different forces on different objects?</p> <ul style="list-style-type: none"> • What is a force? • What force is needed to move an object across different surfaces? (Maths link using Newton metre) • When can friction be useful? • What is air resistance? • Do heavier items have more water resistance? 	<p>How do humans develop from birth to old age?</p> <ul style="list-style-type: none"> • What is the life cycle of a human? • How do babies grow and develop? • What happens to our mind and body when we get older? • What questions can we ask a health expert? • Puberty - covered in RSE. 	<p>and nights?</p> <ul style="list-style-type: none"> • Is the Earth spherical? • Are the planets in our solar system similar? • How do the planets in our solar system move? • Why do we have night and day? • Why are there different time zones around the world? • How many phases are there in the cycle of the moon?
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Wider national curriculum

<p>History</p> <p>Why did Britain once rule the largest empire the world has ever seen?</p> <ul style="list-style-type: none"> • What does it mean to be a Historian? • Why did the sun never set on the British Empire? • Why did Britain build an empire? • Why was slavery abolished? • What happened to the British Empire? • Who was influential in the abolition of slavery? 		<p>History</p> <p>Why did the Maya change the way they lived?</p> <ul style="list-style-type: none"> • What did John and Frederick rediscover in 1839? • What do the ruins of Chichen Itza tell us about the lives of ancient Maya? • Why do historians know so much about ancient Maya society? • Why was pok-a-tok more than just a ball game? • Why did the ancient Maya leave their jungle cities? 	<p>History</p>	
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Geography <u>Why do so many people live in megacities?</u> What is a megacity? What are features of a megacity? Can you identify megacities? How do Brasilia, Baghdad and Milton Keynes compare? What are the advantages and disadvantages of living in megacities What are the Geographical similarities and differences?		Why did the Maya leave their jungle cities? <ul style="list-style-type: none"> Who are the Maya people and where do they live? What are the main occupations of Maya people today? 		How are The Americas and the UK similar/ different? <ul style="list-style-type: none"> What is a continent? What are the countries in North and South America? How many states are in the United States? What are lines of latitude and longitude? What are the climate and biomes of the different regions of the Americas? How does the UK climate differ from an area in the Americas? How many countries and counties in the UK? What are the human and physical features of Ponteland? What are the human and physical features of Death Valley in the USA? How are The Americas and the UK similar /different? 	
Computing					
Internet safety					
Music Poverty, Homlessness, Victorians Exploring melody composition techniques using Xylophones: structure, repetition, inverted melodies, Waltz and March time signatures and how to beat time.	Music Poverty, Homlessness, Victorians Theme and Variations Project: Inspired by Mozart's Twinkle Variations and Mahler 1 (Frere Jaques). Creating a composition with a main theme, followed by variations in pitch, tempo, rhythms, dynamics, texture.	Music Discrimination Introduction to keyboards: the layout of the keyboard. Improvisations using Tonic to dominant notes of the scale of C, adding an ostinato accompaniment and planning a structure.	Music Stereotypes Reggae: Bob Marley, songs of protest, 'Off -Beat' chords, syncopated rhythms, improvised melodies. Using Dm - C chord progression.	Music Power and governance Danse Macabre Project: Inspired by Saint-Saens, tone poem, Orchestral music, using the inter-related dimensions of music to compose own musical version of the poem by Henri Cazalis.	Music Globalisation and interdependence Song Composition Project: Creating lyrics about caring for our planet and each other. Adding notes to syllables, planning a structure (Verse/chorus/bridge) adding an accompaniment.
Art					

<p>How does Mackintosh use the flower motif?</p> <p>Drawing</p> <ul style="list-style-type: none"> To build on sketching techniques, altering the 'weight' of the line to enhance work To shade and blend with greater control and finesse To identify and reproduce the most significant lines when observational drawing To independently determine the most successful placement of colour <p>Artists' work</p> <ul style="list-style-type: none"> To begin to identify Movements in Art and develop an understanding of the features of that Movement. To begin to deconstruct artwork into it's component parts (theme, subject, technique) To continue to use written form to explore what the artist is trying to communicate and critique their effectiveness. To begin to research artists 	<p>How did William Morris revolutionise the industrial age?</p> <p>Printing</p> <ul style="list-style-type: none"> To determine most appropriate shapes and textures to use as printing stamps To use a wide range of techniques and medium to print with greater degree of skill and accuracy <p>Sculpture</p> <ul style="list-style-type: none"> To use clay to produce moulds To use a range of tools to manipulate materials, showing pattern and texture To make choices about the most successful finish to meet design brief <p>Artists' work</p> <ul style="list-style-type: none"> To begin to identify Movements in Art and develop an understanding of the features of that Movement. To begin to deconstruct artwork into it's component parts (theme, subject, technique) To continue to use written form to explore what the artist is trying to 	<p>How can we represent our identity through iconography and pattern?</p> <p>Drawing</p> <ul style="list-style-type: none"> To build on sketching techniques, altering the 'weight' of the line to enhance work To shade and blend with greater control and finesse To identify and reproduce the most significant lines when observational drawing To independently determine the most successful placement of colour <p>Painting</p> <ul style="list-style-type: none"> To paint using a range of tools with growing control and accuracy To replicate the style of artists, using paint to build tone To use paint to combine visual and tactile qualities <p>Evaluation</p> <ul style="list-style-type: none"> To recognise constraints of particular mediums and adjust own work, making 	<p>How can we represent movement of water through textiles?</p> <p>Textiles</p> <ul style="list-style-type: none"> To make deliberate material choices to reflect the theme To join materials using most appropriate method to achieve aesthetic <p>Artists' work</p> <ul style="list-style-type: none"> To begin to deconstruct artwork into it's component parts (theme, subject, technique) <p>Evaluation</p> <ul style="list-style-type: none"> To choose most appropriate medium to suit the style of the work To successfully curate own work to meet design brief To recognise constraints of particular mediums and adjust own work, making choices based on this developing knowledge 	<p>How can we represent space through mixed media?</p> <p>Drawing</p> <ul style="list-style-type: none"> To build on sketching techniques, altering the 'weight' of the line to enhance work To shade and blend with greater control and finesse To identify and reproduce the most significant lines when observational drawing To independently determine the most successful placement of colour <p>Collage</p> <ul style="list-style-type: none"> To deepen understanding of composition, determining most successful composition for maximum impact To make successful colour choices with reference to colour wheel 	<p>How can we represent power and governance through textiles?</p> <p>Painting</p> <ul style="list-style-type: none"> To paint using a range of tools with growing control and accuracy To replicate the style of artists, using paint to build tone To use paint to combine visual and tactile qualities <p>Artists' work</p> <ul style="list-style-type: none"> To begin to identify Movements in Art and develop an understanding of the features of that Movement. To continue to use written form to explore what the artist is trying to communicate and critique their effectiveness. To begin to research artists independently to aid development of own ideas
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<p>independently to aid development of own ideas</p> <p>Evaluation</p> <ul style="list-style-type: none"> To successfully curate own work to meet design brief 	<p>communicate and critique their effectiveness.</p> <ul style="list-style-type: none"> To begin to research artists independently to aid development of own ideas 	<p>choices based on this developing knowledge</p> <ul style="list-style-type: none"> To display a growing knowledge of visual language in written work 			
DT		DT		DT	
<p>PE</p> <p><u>Multi-Skills (Invasion Games)</u></p> <p>Use a range of throwing techniques with increasing power and accuracy.</p> <p>Plan different approaches to attacking and defending.</p> <p>Work to keep or gain possession.</p> <p><u>Cross County</u> Change pace to run competitively over different distances.</p>	<p>PE <u>(NUFC)</u></p> <p>Apply a broad range of skills to different situations.</p> <p>Apply skills, actions and ideas with increasing coordination and control.</p> <p>Use physical and teamwork skills in a variety of different challenges</p>	<p>PE <u>Dance</u></p> <p>Perform a range of jumps showing control.</p> <p>Show control, coordination in travel and balance. Show increasing clarity and fluency in movement.</p> <p>Make good use of creativity and imagination when creating sequences in dance or gymnastics.</p> <p>Use movement expressively to convey an idea, mood or feeling.</p> <p>Combine changes of shape, speed and level in sequence.</p> <p><u>Invasion games</u></p> <p>Show growing awareness of space in team games.</p>	<p>PE</p> <p><u>Invasion games (Hockey)</u></p> <p>Successfully apply their skills and understanding to new challenges and environments.</p> <p><u>Gymnastics</u></p> <p>Perform a range of jumps showing control.</p> <p>Show increasing clarity and fluency in movement.</p> <p>Make good use of creativity and imagination when creating sequences in dance or gymnastics.</p> <p>Show a willingness to practice to develop and improve.</p>	<p>PE <u>Orienteering</u></p> <p>To plan a simple orienteering trial for others to complete. e.g. Using the local area.</p> <p>To read a wide variety of map symbols and use a compass when following a given route.</p> <p><u>Fitness</u> (Staying healthy)</p> <p>To understand the importance of regular exercise in relation to a healthy lifestyle.</p> <p>To understand the role of a healthy balanced diet in keeping ourselves fit and healthy.</p>	<p><u>Athletics</u></p> <p>Throw a javelin from running start.</p> <p>Use your toe and feel to spin and throw discus and shot putt. Choose the best pace to use in athletics or games.</p> <p><u>Games</u></p> <p>Use a range of fielding skills and throw with accuracy to hit a target.</p> <p>Choose the best pace to use in athletics or games.</p>
<p>RE</p> <p>To investigate who films say God is</p> <p>To explore who music/ literature says God is</p>		<p>RE</p> <p>Learn that Christians are encouraged to believe in</p>	<p>RE</p> <p>Learn about the rite of passage.</p>	<p>RE</p> <p>Learn about Muslim worship in the mosque and the home.</p>	<p>RE</p> <p>Learn about the important events in the lives of Ibrahim and Muhammad.</p>











<p>To explore who art says God is</p> <p>To understand who the bible says God is from the Old Testament</p> <p>To understand who the bible says God is from the New Testament</p> <p>To learn what other people say about Jesus</p> <p>To learn what Jesus says about himself</p> <p>Learn about aspects of festivals not already studied in detail, in particular Harvest and Epiphany.</p> <p>Christianity - Communities Learn some of the variety in the Christian family globally.</p> <p>Christianity - Lifestyles To think about their own beliefs and practices</p>	<p>the Trinity and that God is the Creator. Learn that because of such beliefs Christians are encouraged to care for the world in particular ways.</p> <p>Christianity Jesus Learn about the effect Jesus has on people who follow him today.</p>	<p>Christianity - Communities Learn that Christians express their sense of belonging and being part of a community in many ways. Christianity - Lifestyles Learn about Christian teaching that affects personal and social matters.</p> <p>Learn that the beliefs and practices of Christians shape how they think and act.</p>	<p>Islam - God and other beliefs</p> <p>Learn that Muslims believe that Allah is invisible, eternal and the creator, and cares for his creation.</p>	
<p>PSHE</p> <p>How do our aspirations and life choices affect our economic well-being? Pupils will learn</p> <ul style="list-style-type: none"> - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations - to identify the ways that money can impact on people's feelings and emotions - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life - about stereotypes in the workplace and that a person's career aspirations should not be limited by them - about what might influence people's decisions about a 	<p>PSHE</p> <p>In what ways can we challenge stereotypes?</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - that for some people gender identity does not correspond with their biological sex <p>Why is it important to look after our personal health and well-being?</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> - about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene - about the processes of reproduction and birth 	<p>PSHE</p> <p><u>Young Leaders Award (Archbishop of York)</u></p> <p>What is the impact of the media on society?</p> <ul style="list-style-type: none"> - that personal behaviour can affect other people; to recognise and model respectful behaviour online - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation - about the positive and negative impacts of media on society including information distribution, fake news, social media <p>Do all countries have the same laws?</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> - to recognise reasons for rules and laws; consequences of not adhering to rules and laws - about the relationship between rights and responsibilities - the importance of having compassion towards others; shared responsibilities we all have for caring for other 		

<p>job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <ul style="list-style-type: none"> - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation - to identify the kind of job that they might like to do when they are older - to recognise a variety of routes into careers (e.g. college, apprenticeship, university) <p><u>Poverty (from Victorian to Modern Day Britain)</u></p> <p>Why is it important to build safe and effective relationships?</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> -to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face - the importance of seeking support if feeling lonely or excluded - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour - strategies to respond to hurtful behaviour experienced 	<p>as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <ul style="list-style-type: none"> - about where to get more information, help and advice about growing and changing, especially about puberty -How the process of puberty relates to human reproduction <p>What different types of feelings might we experience and how can we manage difficult emotions?</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools 	<p>people and living things; how to show care and concern for others</p>
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<p>or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>- about discrimination: what it means and how to challenge it</p> <p><u>Anti-Bullying</u></p>					
French		French		French	
Visit	Visit Cedarwood Trust	Visit	Visit Workshop on diversity	Visit	Visit Centre for Life
Global curriculum					
Values Respect Empathy	Values Respect Empathy Effort	Values Kindness Integrity	Values Kindness Integrity	Values Collaboration Resilience	Values Curiosity Creativity
<p>Global curriculum skills</p> <p><u>Empathy</u> -adapt behaviour to take into account feelings of others -empathise with people in local and more distant contexts -understand impacts of prejudice and discrimination</p> <p><u>Ability to manage complexity and uncertainty</u> -describe feelings about changes and events in own setting and the wider world -use strategies to cope with challenging times -recognise when there may be no single right or</p>	<p>Global curriculum skills</p> <p><u>Empathy</u> -adapt behaviour to take into account feelings of others -empathise with people in local and more distant contexts -understand impacts of prejudice and discrimination</p> <p><u>Ability to manage complexity and uncertainty</u> -describe feelings about changes and events in own setting and the wider world -use strategies to cope with challenging times -recognise when there may</p>	<p>Global curriculum skills</p> <p><u>Empathy</u> -adapt behaviour to take into account feelings of others -empathise with people in local and more distant contexts -understand impacts of prejudice and discrimination</p> <p><u>Self-awareness and reflection</u> -identify connections between personal decisions and issues affecting people locally and globally -explore reasons for negative feelings towards others and in new or difficult situations</p>	<p>Global curriculum skills</p> <p><u>Empathy</u> -adapt behaviour to take into account feelings of others -empathise with people in local and more distant contexts -understand impacts of prejudice and discrimination</p> <p><u>Self-awareness and reflection</u> -identify connections between personal decisions and issues affecting people locally and globally -explore reasons for negative feelings towards others and in new or difficult situations</p>	<p>Global curriculum skills</p> <p><u>Communication</u> -listen attentively, question and respond to others -express own views and ideas on issues clearly, using a range of appropriate methods -give reasons, evidence and examples in support of an opinion</p> <p><u>Critical and creative thinking</u> -begin to identify bias and opinion -give evidence for an argument, assess different viewpoints and present counter-arguments -imagine alternative possibilities and suggest</p>	<p>Global curriculum skills</p> <p><u>Informed and Reflective action</u> -participate in decision-making in school -contribute to the well-being of the wider community -share opinions and evidence on issues with others including decision-makers and elected representatives.</p> <p><u>Communication</u> -listen attentively, question and respond to others -express own views and ideas on issues clearly, using a range of appropriate methods -give reasons, evidence and examples in support of an</p>

wrong answer	be no single right or wrong answer			new ideas to solve problems	opinion
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Sustainable development goals covered

 	 			 	 
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