



The Creative Learning Journey

I'm A Year Six Get Me Out Of Here!

Teacher: MissParkin
School: Dunston Hill



Wow Starter: Children to work in house team groups to erect their own tents and consider what they might need to survive.

Final Event: A survival day in the environmental area complete with bush tucker trials plus and open afternoon for

UNDERSTANDING THE WORLD

- Living things and their habitats UKS2**
- **sc102** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
 - **sc103** give reasons for classifying plants and animals based on specific characteristics.
- Evolution and inheritance UKS2**
- **sc107** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
 - **sc108** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
 - **sc109** identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Location knowledge UKS2**
- **ge51** I can identify the countries of Europe (including Russia) on a map or globe
 - **ge54** I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
- **ge57** I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)
- **ge58** I can identify patterns of land-use and describe how these shape the landscape
- Human and physical geography UKS2**
- **ge66** I understand human geography in relation to types of settlement and land-use
 - **ge67** I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.
 - **ge68** I can talk about natural resources including energy, food, minerals and water and their importance nationally and globally
- Geographical skills and fieldwork UKS2**
- **ge71** I can read and understand eight points of a compass
 - **ge72** I can use four and six figure grid references
 - **ge73** I understand keys and the symbols on an O.S. map

EXPRESSIVE ARTS AND DESIGN

- UKS2**
- **ad16** I can show in my sketch book how I have developed techniques and ideas
 - **ad18** I can show examples of drawing using pencil and charcoal.
- Cooking and nutrition UKS2**
- **dt83** I can talk about the way crops and animals are grown and produce is obtained from the sea
- **dt84** I can describe how some foods are processed
- UKS2**
- **mu23** I can sing in a group, or on my own, with expression, awareness of others and in tune
 - **mu26** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire

PHYSICAL EDUCATION

- UKS2**
- **pe15** I can tell you about outdoor and adventurous activities I have achieved on my own
 - **pe15.1** I can tell you about outdoor and adventurous activities I have achieved in a team
- **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
- Swimming and water safety UKS2**

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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
- 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
 - **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
 - **m169** know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
 - **m170** establish whether a number up to 100 is prime and recall prime numbers up to 19
 - **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
 - **m172** multiply and divide numbers mentally drawing upon known facts
 - **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
 - **m175** recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
 - **m176** solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
 - **m177** solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- 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
 - **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
 - **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.
- Number - number and place value UKS2**
- **m210** read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
 - **m212** use negative numbers in context, and calculate intervals across zero
 - **m213** solve number and practical problems that involve all of the above
- Number - addition, subtraction, multiplication and division UKS2**
- **m214** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
 - **m215** divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
 - **m216** divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
 - **m217** perform mental calculations, including with mixed operations and large numbers
 - **m218** identify common factors, common multiples and prime numbers
 - **m219** use their knowledge of the order of operations to carry out calculations involving the four operations
 - **m220** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
 - **m221** solve problems involving addition, subtraction, multiplication and division
 - **m222** use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Number - fractions (including decimals and percentages) UKS2**
- **m223** use common factors to simplify fractions; use common multiples to express fractions in the same denomination
 - **m224** compare and order fractions, including fractions > 1
 - **m225** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
 - **m226** multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
 - **m227** divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
 - **m228** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
 - **m229** identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
 - **m230** multiply one-digit numbers with up to two decimal places by whole numbers
 - **m231** use written division methods in cases where the answer has up to two decimal places
 - **m232** solve problems which require answers to be rounded to specified degrees of accuracy
- Algebra UKS2**
- **m240** express missing number problems algebraically
- Measurement UKS2**
- **m244** use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
 - **m245** convert between miles and kilometres
- Geometry - position and direction UKS2**
- **m255** describe positions on the full coordinate grid (all four quadrants)
 - **m256** draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- UKS2**
- **cp41** I can use search technologies effectively
 - **cp42** I am aware that information from some sources may not be accurate
 - **cp43** I understand that some sources are biased
 - **cp45** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
 - **cp46** I know the rules for keeping safe on the internet and how to be a responsible internet user
 - **cp47** 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

COMMUNICATION AND LANGUAGE

- UKS2**
- **fl1** I can understand what is being said to me and respond correctly
 - **fl2** I can sing songs and say poems in another language and know what the words mean
 - **fl3** I can have a conversation including asking and answering questions
 - **fl5** I can pronounce words correctly so that I am understood
- **fl9** I use a dictionary to help me to understand and learn new words
- **fl27** use relevant strategies to build their vocabulary
- **fl28** articulate and justify answers, arguments and opinions
- **fl29** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

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**
- **e201** maintain positive attitudes to reading and understanding of what they read by:
 - **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
 - **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
- Writing - handwriting and presentation UKS2**
- **e229** use a thesaurus.
 - **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**
- **e233** 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
 - **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - **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
- Writing - vocabulary, grammar and punctuation UKS2**
- **e254** using expanded noun phrases to convey complicated information concisely
 - **e255** using modal verbs or adverbs to indicate degrees of possibility
 - **e256** using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - **e257** using commas to clarify meaning or avoid ambiguity in writing
 - **e261** using brackets, dashes or commas to indicate parenthesis

OUTDOOR LEARNING

We will visit Dukeshouse Wood where we will take part in a range of outdoor challenging activities.

Whilst at Dukeshouse Wood we will build shelters. We will also be challenged to design and build a different shelter back at school. As a result, we will need to consider how the areas are different and therefore how the resources available to us differ too.



I'm A Year Six Get Me Out Of Here!

Science

Look at fossils, flow charts to show formation. Use BBC Bitesize to look at how fossils tell us about two specific dinosaurs. Peer teach adaptations for given animals as a basis for evolution. Children to bring in photographs of themselves and their immediate family and discuss similarities and differences between these members.

Debate the theory of evolution and the BIG bang - children to discuss their own opinions and then write up what the evolution theory is and whether they agree or disagree. Robert Winston clips to be used to support understanding.

Geography

Location, Location, Location - a fact finding activity given for homework. Children to find two key facts about the country (within Europe) to share with the class. Records will be kept in class and at the back of topic books.

During the topic children will focus on two key countries - Norway and Peru. Children to research settlement, imports and exports and land use within these countries. A fact file will be produced. Whilst at Dukeshouse Wood children will use 8 compass points to give directions around the site. This will be followed up back at school.

Maps of the local area will be used - children to use directional vocabulary to locate places.

Real life statistics from the Keswick mountain rescue books will be used to analyse data and create graphs.

Children will measure ingredients when following recipes and measuring items for their shelters. They will compare temperatures at different times and areas within school.

Children will plan and present an assembly of Dukeshouse Wood. They will also create a persuasive canvassing piece to raise money for the Internet Caf e.

French

Children to develop vocabulary relating to their school environment and routines. This will be compared to schools in France.

A survival based week

Children will spend time in the environmental area completing a range of survival activities.

1. Design and make a shelter using a range of materials.
2. Plant vegetable seeds - how will we ensure they grow?
3. Plan a field/sea - to- table menu. How will they source the produce?
4. Have a fire in the environmental area - children to cook a range of produce.
5. Camp fire songs and soundscapes to increase moral while surviving the elements.

Art -

Teach tone and shade along with cross hatching etc. Children to draw and shade a range of shapes before completing sketches of survival items.

Autobiographies to link to evolution - children to read peer's work and the rest of the class to identify the person.

Survival reports and stories with flashbacks based on Dukeshouse Wood

Keswick mountain rescue annual review books will be used as a hook for newspaper reports.

Classes will share Butterfly Lion.

6C - Children to achieve their 25m prior to the end of Y6.

Swimming - survival unit

Invite the RNLI into school to discuss water survival and safety

Hockey - children to learn the Quick Sticks rules and skills and apply to an invasion game.

Outdoor and adventurous skills to be covered at Dukeshouse Wood.

Focus week on Sikhism relating to Guru Nanak's birthday children to investigate signs, symbols and inspirational figures within the religion.

Whilst at Dukeshouse Wood children will need to evaluate their own successes and set personal goals to move forward. During Nightline activities, children will need to make responsible choices for their partners. Parents will be invited into school to celebrate the achievements of the week. Prior to launching the Internet Caf e within school, children will be asked to plan, fundraise and launch the caf e to the rest of the school and parents.

I'm A Year Six Get Me Out Of Here! - Stage Coverage

UNDERSTANDING THE WORLD

Living things and their habitats UKS2

- **sc102** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- **sc103** give reasons for classifying plants and animals based on specific characteristics.

Evolution and inheritance UKS2

- **sc107** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- **sc108** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- **sc109** identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Location knowledge UKS2

- **ge51** locate the world's countries, using maps to focus on Europe (including the location of Russia)
- **ge54** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge57** name and locate key topographical features (including hills, mountains, coasts and rivers)
- **ge58** name and locate land-use patterns

Human and physical geography UKS2

- **ge66** human geography, including: types of settlement and land use
- **ge67** human geography, including economic activity including trade links
- **ge68** human geography, including natural resources including energy, food, minerals and water

Geographical skills and fieldwork UKS2

- **ge71** use the eight points of a compass
- **ge72** use four and six-figure grid references
- **ge73** symbols and key (including the use of Ordnance Survey maps)

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

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Number - fractions (including decimals and percentages) UKS2

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- **m186** round decimals with two decimal places to the nearest whole number and to one decimal place
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- **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.

Number - number and place value UKS2

- **m210** read, write, order and compare numbers up

PHYSICAL EDUCATION

UKS2

- **pe15** take part in outdoor and adventurous activity challenges individually
- **pe15.1** take part in outdoor and adventurous activity challenges within a team

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
- **ad18** to improve their mastery of art and design techniques, including drawing with pencil and charcoal

Cooking and nutrition UKS2

- **dt83** know where and how a variety of ingredients are grown and/or caught
- **dt84** know where and how a variety of ingredients are processed.

UKS2

- **mu23** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu26** improvise and compose music for a range of purposes

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

- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **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
- **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

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
- **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
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **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

Writing - vocabulary, grammar and punctuation UKS2

- **e251** recognising vocabulary and structures that are appropriate for formal speech and writing, including

COMMUNICATION AND LANGUAGE

UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl3** engage in conversations; ask and answer questions
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl9** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **sl27** use relevant strategies to build their vocabulary
- **sl28** articulate and justify answers, arguments and opinions
- **sl29** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens UKS2

- **pa40** Adapt different roles, rights and responsibilities during discussions and debates about wider issues.

PSED Developing confidence and responsibility and making the most of their abilities UKS2

- **pc42** Talk, write and explain their views on issues that affect the global environment.
- **pc43** Continue to reflect and evaluate their own experiences and set personal goals.
- **pc44** Take action based on responsible choices.
- **pc47** Continue to develop the skills they need to make their contribution in the future.
- **pc49** Look after their money and realise that future wants and needs may be met through saving.

PSED Developing a healthy, safer lifestyle UKS2

- **ph24** Use basic techniques to resist peer pressure to behave in an unacceptable or risky way.

PSED Developing good relationships and respecting the differences between people UKS2

- **pr33** Continue to greet and talk with a wider range of adults.
- **pr34** Continue to develop relationships through appropriate interaction in a range of situations.

RE - Learning From Religion UKS2

- **rf34** Evaluate what it means to belong to a faith community and develop ways of communicating others' responses.
- **rf35** Evaluate the challenges of commitment in religious traditions.
- **rf36** Understand how commitment to a religion is shown in a variety of ways.
- **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.

I'm A Year Six *Get Me Out Of Here!*