

	Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
			Year 5				
Educational visits/ performance	PGL residential Experience: Ancient Greeks	Mosque	The Avanti Way play Horniman museum: Benin	Science museum: Earth & Space	Kew Gardens: art in nature	Fieldwork trip	
Reading	SHACKLEION'S JOURNEY Hillaw Gelf HIREG LIL FOOLS	<section-header></section-header>	A Shakepeare Star Andrew Arthrese + Toxy Ross	The bouchdake are fulling and law will be neck. BOY IN THE TOWER POLLY HO-YEN	time of the set of the	E. NESDIT Five Children	
	Focus on the core text for summarising and authorial intent Focus on a letter, a report and an interview for retrieval Focus on the core text for comparing and giving a personal response	Focus on the core text for summarising and understanding themes Focus on a report, some museum labels and an advertisement for retrieval Focus on the core text for comparing	Focus on the core text for predicting and a personal response Focus on some biographies, a commentary and an extract from the original play for retrieval	 Focus on the core text for comparing and a personal response Focus on a poem, a fact file and a set of instructions for retrieval Focus on the core text for predicting and authorial intent 	Focus on the core text for prediction, retrieval and exploring characteristics of an explorer Focus on news articles for retrieval Focus on contrasting text	Focus on comparing settings within the core text Focus on the retrieval of specific vocabulary Focus on the relationship between	



Focus on a poem, an	Focus on a balanced	Focus on the core	section of dialogue	inference,	Focus on
internal monologue and	argument, a sports	text for summarising	and a report for	including the	summarising a
a narrative for inference	commentary and a	and understanding	inference	core text, an	character Focus
Focus on the core text	discussion for	themes	Focus on the core	advert and a	on characters'
for predicting and	inference	Focus on a	text for summarising	narrative extract	actions and how
understanding themes	Focus on the core	narrative, a report	and understanding	Focus on an	feelings can be
Focus on an extended	text for predicting	and a poem for	themes	instructional text	inferred
narrative and a diary	and a personal	inference	Focus on a news	Focus on the	Consider
extract for retrieval	response Focus on		report, an internal	core text,	character
Focus on the core text	a manifesto, a list of		monologue and a	identifying	development and
for summarising and a	school rules and a		poster for retrieval	themes	authorial intent
personal response	travel itinerary for		Focus on the core	Focus on the	Focus on
Focus on a news	retrieval		text for comparing	effect of words	summarising the
report, a poem and a	Focus on the core		and a personal	Focus on	core text
playscript for inference	text for summarising		response	summarising the	Focus on
Focus on the core text	and understanding		Focus on a	core text and	retrieval of facts
for comparing and	themes	ACTINGUS FROM POST AND PRESENT	description, an	debate	and sequencing
authorial intent	Focus on a		explanation and an	Focus on	Focus on a
Focus on a report, an	description, a	Focus on the core	advertisement for	summarising	personal response
advertisement and a	narrative extract and	text for comparing	inference	aspects of the	to an issue within
persuasive speech for	a report for	and authorial intent	Focus on the core	core text	the text
retrieval	inference	Focus on a	text for summarising	Focus on the	Focus on using
Focus on the core text	Focus on the core	narrative, a report	and understanding	structure and	evidence to
for predicting and	text for comparing	and a discussion for	themes Focus on a	sequencing of an	support a
understanding themes	and a personal	retrieval	magazine article, a	instructional text	statement
Focus on an	response	Focus on the core	narrative extract and	Focus on the	Focus on the use
information leaflet, a	Focus on a set of	text for predicting	a report for retrieval	retrieval of facts	of vocabulary and
biography and a poem	instructions, a	and a personal	Focus on the core	from a news	dialogue to
for inference	narrative extract and	response	text for predicting	report	develop
	a fact sheet for	Focus on an	and authorial intent		characters
	retrieval	extended narrative	Focus on a poem		



						In the second second
		Focus on the core	and a poem for	and a description for	Focus on the	Focus on the
		text for summarising	inference	inference	core text for	analysis of
		and authorial intent	Focus on the core		prediction	themes within
		Focus on the poem	text for comparing		Focus on the	texts
		If and a news report	and understanding		effect of words	Focus on
		for inference	themes		used by the	comparing
			Focus on an		author and infer	vocabulary
			information leaflet, a		the authorial	Focus on
			narrative and an		intent	identifying facts
			interview for			and opinions
			retrieval			Focus on a
			Focus on the core			theme within the
			text for summarising			text
			and a personal			Focus on the
			response			impact of
			Focus on a diary			vocabulary
			extract, an			Focus on the
			advertisement and a			, mood and tone
			narrative for			created by the
			inference			author
English	Third person stories set	Dialogue in	Third person	Playscripts	Dialogue in	Biography
8	in another culture	narrative (first	stories set in	1	narrative (first	12:00:00:00
	*History: Ancient	person myths and	another culture	Biography	person myths	Balanced
	Greeks	legends)		*Science: Earth &	and legends)	argument
	Greeks	*History: Ancient	 Formal letters of	space	*History: Ancient	argument
	Formal letters of	Greeks	application	Space	Mayans	Poems which
	application	Oreeks	*DT: textiles		ividydiis	explore form
		Balanced argument			Playscripts	
	Poems that use word		Poems which		*Reading:	Poems that use
	play		explore form		Shakespeare	word play
	• •				эпакезреаге	woru piay
	*Science: properties		1			



	Modal verbs, relative clause and relative pronouns Suffixes and prefixes, linking ideas across paragraphs using adverbials.						
	Dashes, brackets or commas to indicate parenthe	esis					
Mathematic	<u>Place value</u>	Multiplication and Division Continued	Shape				
S	Instant Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000	Multiply up to a 4-digit number by a 1-digit Multiply a 2-digit number by a 2-digit Multiply a 2-digit number by a 2-digit Multiply a 2-digit number by a 2-digit Multiply a 3-digit number by a 2-digit Multiply a 4-digit number by a 2-digit Multiply a 4-digit number by a 2-digit Solve problems with multiplication Short division	Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes Position and directions				
	Round within 100,000 Round within 1,000,000 <u>Addition and subtraction</u> Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers	Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication anddivision <u>Fractions Continued</u> Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount	Position and directions Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines Decimals Use known facts to add and subtract decimals within 1 Complements to 1				



	Find the whole	Add and subtract decimals across 1
Multiplication and Division	Use fractions as operators	Add decimals with the same number
Multiples		of decimal places
Common multiples	Decimals and percentages	
Factors	Decimals up to 2 decimal places	Decimals Continued
Common factors	Equivalent fractions and decimals (tenths)	Subtract decimals with the same
Prime numbers	Equivalent fractions and decimals	number of decimal places
Square numbers	(hundredths)	Add decimals with different numbers
Cube numbers	Equivalent fractions and decimals	of decimal places
Multiply by 10, 100 and 1,000	Thousandths as fractions	Subtract decimals with different
Divide by 10, 100 and 1,000	Thousandths as decimals	numbers of decimal places
Multiples of 10, 100 and 1,000	Thousandths on a place value chart	Efficient strategies for adding and
	Order and compare decimals (same number	subtracting decimals
<u>Fractions</u>	of decimal places)	Decimal sequences
Find fractions equivalent to a unit fraction	Order and compare any decimals with up to	Multiply by 10, 100 and 1,000
Find fractions equivalent to a non-unit fraction	3 decimal places	Divide by 10, 100 and 1,000
Recognise equivalent fractions	Round to the nearest whole number	Multiply and divide decimals –
Convert improper fractions to mixed numbers	Round to 1 decimal place	missing values
Convert mixed numbers to improper fractions	Understand percentages	
Compare fractions less than 1	Percentages as fractions	Negative Numbers
Order fractions less than 1	Percentages as decimals	Understand negative numbers
Compare and order fractions greater than 1	Equivalent fractions, decimals and	Count through zero in 1s
Add and subtract fractions with the same	percentages	Count through zero in multiples
denominator		Compare and order negative
Add fractions within 1	Perimeter and area	numbers
Add fractions with total greater than 1	Perimeter of rectangles	Find the difference
Add to a mixed number	Perimeter of rectilinear shapes	
Add two mixed numbers	Perimeter of polygons	Converting units
Subtract fractions	Area of rectangles	Kilograms and kilometres
Subtract from a mixed number	Area of compound shapes	Millimetres and millilitres
	Estimate area	Convert units of length



	Subtract two mixed numbers		Statistics Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables		Convert between metric and imperial units Convert units of time Calculate with timetablesVolume Cubic centimetres Compare volume Estimate volume Estimate capacity	
Science	 <u>Properties and changes</u> of materials *Poems that use word play Properties, mixtures and solutions Solubility Separation of materials Reversible and irreversible change 	Animals, including humans Life Growth Human and animal lifespans	Forces Non-contact and contact forces Gravity Friction Resistance Air resistance investigation Inspirational scientist Levers, pulleys and gears	Earth and Space *Biography Position, relationship / movement of planets / spherical bodies. The effect of the Earth's rotation, tilt and orbit has on day, night and seasons.	Living things and their habitats Mrs GREN – Recap of life processes Life Cycles Inspirational scientists Reproduction Plants and animals – what's the life process of reproduction.	Revisit: Earth and Space Inspirational scientists
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world (A1) *Third person story set in another culture * Dialogue in narrative		Non-European society that contrasts with British history - Benin (S1) Concepts: civilisation, power, knowledge		<u>A non-European so</u> <u>contrasts with Britis</u> (<u>S1</u>) * Dialogue in narr	<u>sh history</u> - <u>Maya</u>



	Concepts: civilisation, power, democracy, knowledge Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? City-states: what was the difference between Athens and Sparta? What was democracy like in Athens? What was democracy like in Athens? Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? What happened at the Battles of Marathon and Salamis? Why were they important? Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?	Where was ancient the kingdom of Benin located? Who were the first rulers of the Edo people? Who were the Oba and what did they do? What was life like in ancient Benin City? What was the significance of trade in the city? What was similar and different between Benin and Anglo-Saxon Britain? What happened to the mighty Benin City?	Concepts: civilisation, power, knowledge Where did the Maya live? What were the significant events in the Maya's history? What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza What did the Maya invent? What did the Maya invent? What happened to the Maya city states? Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900
Geography	Location of countries of the world countries – biomes and environmental regions (A2) Where would you find the major countries of the world? Where would you find the major cities of the world? What is a biome? (Environmental region) How do biomes change across the world? What are the human characteristics that define Europe, North and South America? What are the physical characteristics that define Europe, North and South America?	<u>Map skills: 4 and 6 figure grid references (S2)</u> Why do we need latitude and longitude? What are 4 and 6 figure grid reference and how do we use them?	OS maps and fieldwork (S2) What are OS maps and how do we use them? What are four and six figure grid references? What are contour lines? What does the land look like in my local area? What is the land like in a contrasting locality?



Art	Drawing and Painting (A1)	Printmaking (S2)	<u>3D (S1)</u>
	 What is meant by subtractive drawing What abstract art is Lines can be used to suggest harmony Combine drawing techniques, making informed decisions based on knowledge of what could happen Transfer and enlarge an image Work in the style of an artist 	Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last Create reduction prints and explain and record the process	 An armature can be used to create a piece of 3D art Clay can be joined by a score and slip method Use armatures to produce 3D forms Join two or more pieces of clay
DT	Systems (A2)	Textiles (S1)	Food & Nutrition (S2
	How do we know owned the set of the mood?	*Formal letter of application	Dullous and soons transforming
	How do we keep ourselves safe on the road?	What fabric is ideal for creating a functional	Pulleys and gears – transferring rotational force
	Technology can be used to program and	hardwearing lunch bag?	How can you lift a car onto a roof
	control a product	harawearing lanen bag.	
	Combine elements of their design knowledge	How to waterproof cotton fabric	Know types of gears and terminology
	to fulfil a brief	Which fabrics are both functional and	relating to gears
		hardwearing	Know common uses of pulleys and
		Use beeswax to waterproof cotton fabric	gears
		Repurpose a pair of jeans	Know how pulleys and gears can
			change the direction of movement.
Spanish	Likes & dislikes	Around the town & directions	Months, seasons & weather
	Lunch language Instruments & musical preferences	Clothes	Present & imperfect tenses Planets
Music	Focus: Composition Notation, Body and Tuned	Focus: Composition, Notation and Blues	Focus: South & West Africa
Widdle	Percussion and Improvisation.	rocus. composition, Notation and Blacs	
	·	Children will be able to:	Children will be able to:
	Children will be able to:	Discuss origins of the Blues and identify some	Sing using the correct pronunciation,
	Sing in time and in tune with others; identify	features of this genre, sing a Blues-style song	with increasing confidence
	structure of a piece of music		



	Improvise own piece Perform with confidence and in time withothers Engage in discussion about a piece of musicusing varied vocabulary Compose and play a melody/ rhythmic patternusing graphic notation Contribute to the group performance andcomposition Compare and contrast pieces of music fromdifferent eras.	 Play some Blues chords and become familiar with those used in Blues music Sing in time and in tune with others identify structure of a piece Improvise own piece of music Contribute meaningfully to the group performance and composition. 	 Play a chord with two notes, remaining in time Maintain part in a performance with accuracy Play more complicated rhythms in time and with rests Create an eight-beat break and play this in the correct place.
Computing	Computer Science: coding Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Information Technology: media Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.	Information Technology: media Use search technologies effectively. Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information. Use technology safely, respectfully and responsibly. Information Technology: media
	Computer Science: computational thinking 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	Digital Literacy: online safety 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.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with



	collaboration. Use technology safely,	for communication and respectfully and cceptable/unacceptable nge of ways to report	 Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content. 		variables and various forms of input and output. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.	
PE	Football Dribbling First touch Passing Pass and move Positioning Attack vs defence Tactical awareness Shooting Matches	Netball Passing Passing and moving Receiving Positions and their roles Footwork rule Pivot Attack vs defence Matches	Gymnastics & Dance Basic shapes Travelling Directions Speeds Linking Mirroring Pencil roll Balance Landing Jumps from height Teddy bear roll Half turn Full turn Egg roll Forward roll Backwards roll	HRE Mini circuits Basic fitness Engaging different movements of the body Importance of exercise Long distance running Interval training	Athletics Basic movements Running Balancing Different speeds Jumping over obstacles Throwing Jumping with height & distance Long distance Triple jump Relay Improving techniques	Cricket Underarm bowling Batting Accuracy Close catching Deep fielding Overarm bowling Front foot drive technique Long barrier/short barrier Types of bowling Distance Placement Matches



			Sequences Non-locomotor movements Locomotor movements Group patterns Simple line dance routines		
Sanskrit	Nouns and Gender 'Animals' topic		Verbs 'Nature' topic		Simple sentences 'Forest' topic
Yoga	Mooladhara, Root Practise various asanas to build grounded stability and balance the foundation chakra. Record daily practise of 21+ types of Chandra Namaskar asanas flow (L5), concentrate on the variation poses Parivrtta Trikonasana, Utthita Padangusthasana, Natarajasana to link with the 8+2 qualities of Radharani. How many limbs of Yoga are there? What	Swadhisthana, Creativity Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. Practise 5 cycles of Surya Namaskar with 5 chanting of the 12 mantras daily, state the main names of asanas, by producing a poster with their personal selection verse of BG to improve wellbeing	Manipura, Solar Practise various asanas to improve digestion linking to Manipura chakra. Parents are encouraged to participate in the campaign of performing 5 cycles of Surya Namaskar with their children daily. Practise variations standing poses- Parivrtta Viparita Virabhadrasana, Trikonasana,	Anahata, Heart Practise various asanas in standing, sitting, prone and supine to balance the heart chakra. Surya Namaskar campaign continues- practise 6 cycles of Surya Namaskar with 6 chanting mantras daily, state the main names of asanas. Produce a poster showing the Surya Namaskar flow with their personal selection verse of BG/	 Practise asanas in team and individual works. Experience the meanings of prayers of Narsimha Kavaca and Jagannathastakam. Perform meditation, asanas and pranayama related to the pastimes in Vrindavan and Kurukshetra. Revise asanas and pranayama taught in Autumn and Spring. Teach chakra chanting, assist in performing asanas and pranayama. Participate in the campaign of performing Chandra Namaskar, linked to the teachings of Bhagavad Gita, Srimad Bhagavatam and Chaitanya Caritamrta.



are the first 2 limbs of Yoga? Why is itand connect with Divine.Natarajasana to the Surya Namaskar flow.SB/ CC to improve wellbeing andimportant to implement interactions? What are the S main teachings of the teachings of tars related to the teachings of BG?Imcorporate the names of asanas, pranayama, mudrasIncorporate energising ArdhaYamas related to the teachings of BG?How to implement them in our daily trans related to the in our daily interactions? What are teachings of BG?Incorporate the teachings of BG?Dhanurasana into to raise self- an asana and a verseof progress including pranayam, mudrasPractise the stepsof BG to cultivate progressive practise.Surya Namaskar flow.ownership of progress including photo of an asana and a <break </break werse of BG to cultivatepractise the string pranayama, mudras, pradmasan and awakening asanaprogressive practise.IPractise face progressive practise.progressive practise. progressive practise.improve the inprove the inprove the inprove the progressive practise.IPractise inner string time.Sama Vritti (L3) to progressive practise.practise Neiguan dut duby ths more and thoughts more clearly.Improve the imdful breathing and thoughts more and thoughts more and thoughts more clearly.IPractise and lead Laugher yoga and to go do goodness. IPractise, remember imood of goodness.IPractise, remember improve digestion, neditation, hearing, observations skills and overcome challenges.	 				
important to implement them in our dailyIWhat are the 5 main teachings of Niyamas related to 	are the first 2 limbs of	and connect with	Natarajasana to the	SB/ CC to improve	
them in our daily interactions? What are the 5 main teachings of Yamas related to the teachings of BG?main teachings of Niyamas related to the teachings of BG?Incorporate energising ArdhaYamas related to the teachings of BG?How to implement them in our dailyThe teachings of BG?Dhanurasana into Surya Namaskar flow to raise self- confidence, alignRecord the experiences of progress including the names of asanas, pranayama, mudras, meditation. Produce a photo of an asana and a verse of BG to cultivate ownership ofof BG to cultivate pratise the sitting awakening asana daily with Nadiof BG to cultivate pranayama to rejuvenate the brain cells.IPractise face and thoughts more and thoughts more and thoughts more clearly.Ipractise and lead Laughter yoga campaign in the mod of goodness. IPractise, rememberIPractise and lead taughter yoga campaign in the mod of goodness.IPractise, remember and thoughts more and toog of goodness. IPractise, rememberIpractise, remember the names of the hand mudras learnt and their benefits to improve digestion, meditation, hearing, observations skills and overcome challenges.	Yoga? Why is it	Divine.	Surya Namaskar flow.	wellbeing and	
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mudras and their		mudras and their			
benefits- Chin,		benefits- Chin,			
Shunya, Dhyan, Jala,		Shunya, Dhyan, Jala,			
Citta and Shankh to		Citta and Shankh to			



		improve digestion,			
		meditation, hearing,			
		observations skills			
		and cultivate team			
		leadership qualities			
PRE	God & World: Creation	<u>Self & world:</u>	Self & world Building	<u>Self & god: Good</u>	<u>God & World: Part 1: Mahabharata</u>
	and destruction	<u>Symbols - their</u>	and sustaining	<u>company, personal</u>	and leadership
		significance meaning	<u>communities</u>	choice and holy	Part 2: The Mahabharata: background
	Describe the creation			<u>people</u>	<u>to Arjuna's dilemma</u>
	stories from Hindu and	Define the term	Know and		
	Christian perspectives,	symbol and be able	understand how	Know core Vaishnava	Know the main plot and characters
	including the reasons	to give examples of	communities can	beliefs and common	and can describe them in some detail.
	for why the material	the significance of	contribute to	wisdom about the	Know and understand Krishna's
	creation occurred.	symbols in various	strength and	importance of good	specific role in the story and in
	Know and be able to	human contexts,	happiness; they will	company.	particular, with reference to his
	explain how Krishna	both religious and	also need to examine	They will also	helping his devotees.
	appears as the three	secular.	what happens when	explore and apply the	Understand and apply the concept of
	different Vishnu forms	Identify and express	disagreements arise	concept of Sanga and	the gunas to the different characters.
	to facilitate creation,	the symbols that are	within a community.	how this relates to	Evaluate the personal qualities of the
	and the appearance and	important to them	Know and be able	spiritual practice	main characters and how these
	roles of Shiva and	personally.	to explain the core	Understand and	determined their decisions and thus
	Brahma.	Identify and express	principles of the	apply the prohibitions	the outcomes of the story.
	Explain the meaning	the significance and	Varnashram social	around criticising and	Understand and explain the different
	and significance of these	value of symbols in a	system, including	upsetting others.	styles of leadership, with reference to
	stories, especially for	variety of religious	economic, political	Identify and explain	the characters of the Mahabharata
	followers of the faith	and non-religious	and social	the key choices one	and to the gunas.
	(meaning and purpose	traditions.	Know and	may make in	Explain the background to the Gita,
	of life).	Evaluate how a	understand the	contemporary life	and especially the events leading up to
	Explore and evaluate	"material" symbol	various roles of the	with respect to	the Battle of Kurukshetra and the
	what differences might	can have "spiritual"	Varnas and how they	association and	dilemmas faced by each main
	exist between what we	potency.	,	evaluate the potential	character.



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	accept as fact and	Explore and	relate to modern	and respective	Analyse and expla	
	beliefs which require	evaluate how this	day.	consequences.	words Arjuna's dile	
	faith.	relates to Krishna's	Are able to	Identify and re-tell	this to dilemmas th	•
	Explore the role of	material energy and	articulate their	stories from	have/may have in 2	,
	faith and authority in	His spiritual energy.	opinion on the pros	Vaishnava scriptures	Identify and articu	e e
	the process of 'knowing'	Analyse if the deity	and cons of such a	that illustrate the	resolving dilemmas	s and apply them to
	things beyond our sense	and Krishna's name is	system.	importance of making	their own lives.	
	perception.	"material" or	Know and	wise choices.		
	Articulate their own	"spiritual".	understand the goal	Explore and evaluate		
	responses to these	List different types	of the Varnashram	the concept and role		
	stories and to	of symbols (beyond	system.	of a Guru and of		
	environmental issues	the pictorial).	Critique how	Sanga in general,		
	which display creation,	Explain, from a	inclusive their school	within the lives of Srila		
	maintenance and	number of faith	community is.	Prabhupada and one		
	destruction.	perspectives, the role	Develop and design	living Chaitanya		
		of iconography and	an ideal society or	Vaishnava		
		various views and	community group.			
		attitudes towards it	Evaluate the			
			positive and			
			negatives of different			
			social groups.			
PSHE	Me and my	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and
	<u>Relationships</u>					Changing
		Recognising and	Managing risk,	Rights, respect and	Growing	
	Feelings	celebrating	including online	duties	independence	Managing
	Friendship skills,	difference, including	safety	relating to my health	and taking	difficult feelings
	including compromise	religions and cultural	Norms around use	Making a difference	ownership	Managing
	Assertive skills	Influence and	of legal drugs	Decisions about	Keeping myself	change
	Cooperation	pressure of social	(tobacco, alcohol)	lending, borrowing	healthy	How my feelings
	Recognising emotional	media	Decision-making	and spending	Media	help keeping safe
	needs		skills		awareness and	Getting help
					safety	



		My community	