

R.E.

Why Should People With A Religious Faith Care For The Environment?

Demonstrating understanding of the impact of religious faiths on actions: Impact of Belief. What do they want to find out about ?
Generate and refine questions. Develop lines of enquiry using a range of methods and sources. Research the issues and explore different viewpoints. Gather, compare, interpret analyse and evaluate findings. Use critical thinking and reasoning to draw conclusions. Reflect on their own ideas, beliefs, values, experiences and feelings in relation to what they have learnt through the enquiry. Follow pupils ideas. Use an engaging resource or activity to introduce the enquiry. Share the key question.
Explore in small groups. What do we already know about the question? What are our initial ideas? What more do we need to find out? Are there any other questions we might want to ask? Plan and organise how they will answer the questions. How can we find out? What sources can we use? Who could we ask? .
Carry out the enquiry using a variety of resources and methods, some could be provided for pupils. Interpret what they find out and bring different pieces of information together.
Draw conclusions from their findings. What have we found out? Can we answer the question? What are we still not sure about? Are there further questions we need to ask? Do we need to carry out more enquiries?
Pupils present findings.
Reflect and evaluate. What do we think about our findings? How has this enquiry helped us make more sense of the key question and our understanding of religion and beliefs? What further questions do we now want to ask and reflect on?
Links to BPM- to find out about aspects of religion through a variety of means and communicate their responses. To find out about aspects of religion through answering questions.

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Mrs. Stephenson

Hawthorn Class Y6

Problem Solving

Using the Nrich problem solving activities.
To develop skills in understanding lines of symmetry, working systematically and proof by exhaustion —School Fair Necklaces.
To work systematically, to explain and justify their reasoning. Sealed Solution.
To develop a systematic approach, to practice simple addition— Finding Fifteen.
Working systematically, addition and subtraction, combinations and investigations— This Pied Piper of Hamelin.
To re-enforce telling the time on a digital clock and to work systematically—5 On The Clock.
To develop special and number awareness, working systematically, addition and subtraction— The Dice Train.

Assessment through observation, discussion and work produced.
Cross curricular links to Literacy and PSHCE. Refer to pupil's Bookmark targets.

P.S.H.C.E.

Stepping Stones Book 2

Research and Independence

Closely linked with R.E. what will pupils suggest? Follow their ideas. This could also include Using Multi-media, Working with Others, Perseverance, Confidence, Collecting Evidence and Planning and Reviewing depending on how pupils approach this.

Links with BPM— to identify questions I want ask about a topic given to me. I can identify questions that I want to ask about a topic suggested to me that I could answer. I am able to identify the good elements of my work. I am able to identify areas for improvement.

British value—probity— having strong moral principles.

Assessment through observation, discussion, questioning and work produced. Use starter quizzes and exit tickets where appropriate.

Refer to pupil's Bookmark targets.

Cross Curricular links with R.E. and Literacy.

