



Year 1		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	Teamwork and Leadership	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	Problem Solving and Critical Thinking	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
Believe 	Researching and Evaluating Products	Know what a product is. Can say what a product is for. Can describe a product (who is it for, what is made from, how is it made, how it works).	Talk about my own work (features, design, opinion) Describe how my product works
	Designing	Can think of ideas and with help can put them into practice. Know what a design is.	Use pictures and words to describe what i want to do.
	Construction	Know what materials I can use for my structure Know what a join is.	Measure and mark out materials I can cut using scissors. Follow instructions to make my product.
	Mechanics and Electrics	Explore how moving objects work. Explain how wheels, axels, turning mechanisms, hinges and levers work.	Make a product that moves using a turning mechanism (e.g. Wheels, winding) or a lever or a hinge (to make a movement).
	Textiles	Describe textiles by the way they feel. Make a simple product from textiles. Cut fabric using a template.	Join fabrics using glue and running stitch. Make sure my work is neat and tidy. Weave.
	Cooking and Nutrition	Use a knife safely. Mix and combine ingredients. Be aware of hygiene for cooking. Explain how some things are dangerous to eat raw.	Explain what a recipe is. Explain how heat changes food. Make a simple snack.
	Knowledge of Designers	Know what a designer does. Give their opinion on a product.	
	Creativity and Imagination	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
Behave 	Social Action and Community Involvement	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	Global Learning and Sustainability	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

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"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

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Year 2		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	Teamwork and Leadership	Discuss the similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	Problem Solving and Critical Thinking	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
Believe 	Researching and Evaluating Products	Know the features of familiar products Give reasons for some features (colour, choice, material used and joining technique).	Talk about my own and others' work (features, design, opinion). I can explain why i chose certain materials, techniques and tools. Describe how my product works.
	Designing	Think of ideas and with help can put them into practice. Know what a design is and its purpose. Can use pictures and words to describe what I want to do (materials, techniques, features, mechanics and tools).	
	Construction	Know what materials and tools I can use for my structure. Know what a join is and can use one. Measure and mark out materials with care and increasing accuracy.	Cut materials safely (scissors, junior hacksaw). Make my work look as neat as possible. Found out how to make materials for my structure stronger (folding, rolling and joining, columns and triangles).
	Mechanics and Electrics	Explain fully how moving objects work. Investigate wheels, axels, turning mechanisms, hinges and simple levers.	Explain how the mechanism in my product works.
	Textiles	Know that textiles have different properties. Select the appropriate textile so that it does the job i want it to.	Alter a textile to make it stronger. Measure, mark out and cut fabric. Join fabrics using running stitch.
	Cooking and Nutrition	Use a variety of utensils safely. Follow a simple recipe. Combine ingredients in various ways. Apply hygiene rules to cooking. Use explain how some foods are made and some are natural.	Explain what the food groups are. Know where some foods come from. Describe different cooking methods. Prepare a healthy snack/breakfast.
	Knowledge of Designers	Know the names and the products of some British designers. Can say what I like and dislike about the product and the designer.	
	Creativity and Imagination	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
Behave 	Social Action and Community Involvement	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	Global Learning and Sustainability	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC

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Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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Year 3		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	Teamwork and Leadership	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	Problem Solving and Critical Thinking	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
Believe 	Researching and Evaluating Products	<p>Start to research and evaluate existing products</p> <p>Understand that products are designed for a purpose (e.g. a problem, an audience, an event).</p>	<p>Talk about my own and others' work (features, design, opinion). Explain why I chose certain materials, techniques and tools.</p> <p>Say what I would do to improve my product.</p>
	Designing	<p>Think of ideas and plan what to do next, based on what I know about materials and components.</p>	<p>Select tools, techniques and materials.</p> <p>Explain my choices giving reasons.</p>
	Construction	<p>Select and use appropriate materials.</p> <p>Use an appropriate join.</p> <p>Measure and mark out materials carefully and accurately (cm).</p> <p>Use scoring and folding to shape materials accurately.</p>	<p>Make cuts accurately (scissors and saws).</p> <p>Make holes accurately (drill, punch).</p> <p>Use art skills to enhance the visual appeal of my product.</p>
	Mechanics and Electrics	<p>Choose and make a mechanism to create movement.</p> <p>Combine a number of components well in my product.</p>	<p>My product has a good finish so that a user will find it both useful and attractive.</p>
	Textiles	<p>Select the appropriate textile(s) for my product based on the properties of the material.</p> <p>Measure, mark out and cut fabric.</p>	<p>Use sharp scissors accurately to cut textiles.</p> <p>Choose the best methods of joining fabrics in order to create a product which is fit for purpose.</p>
	Cooking and Nutrition	<p>Select ingredients based on a recipe.</p> <p>Work in a safe, hygienic way.</p> <p>Measure out my ingredients. I understand what is healthy and unhealthy.</p>	<p>Combine two cooking processes to make a product.</p> <p>Know where food comes from.</p> <p>Prepare a healthy lunch.</p>
	Knowledge of Designers	<p>Know some designers from history. I can talk about some of the tools, techniques used by the designer.</p>	
	Creativity and Imagination	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
Behave 	Social Action and Community Involvement	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	Global Learning and Sustainability	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

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Year 4		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
 Belong	Communication and Pupil Voice	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	Teamwork and Leadership	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	Problem Solving and Critical Thinking	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
 Believe	Researching and Evaluating Products	<p>Research and evaluate existing products to inform me in my own planning.</p> <p>Understand that products are designed for a purpose (e.g. a problem, an audience, an event).</p>	<p>Identify what is working well and what can be improved (this is during the make as well as at the end).</p>
	Designing	<p>Think of ideas and plan what to do next, based on what is known about materials and components.</p> <p>Select the appropriate tools, techniques and materials explaining choices.</p>	<p>Communicate my ideas using labelled sketches giving reasons for my choices.</p> <p>Produce step by step plans.</p>
	Construction	<p>Select and use appropriate materials, joins, folds and techniques.</p> <p>Make cuts and holes accurately and precisely.</p> <p>Join materials to make products using both permanent and temporary fastenings.</p>	<p>Show increasingly precise methods of working aiming for a high quality finish.</p> <p>Use art skills to enhance the visual appeal of product bearing in mind the purpose and audience.</p>
	Mechanics and Electrics	<p>Explain the application of mechanisms to create movement.</p> <p>Use simple circuits to either illuminate or create motion.</p>	<p>Make a product that uses both electrical and mechanical components.</p> <p>Create product with a good finish so that a user will find it both useful and attractive.</p>
	Textiles	<p>Consider the advantages and disadvantages of material for a product.</p> <p>Create and use a template or pattern to create an accurate product.</p>	<p>Use stitching to help create a product that is sturdy and fit for purpose.</p> <p>Combine materials to add strength or visual appeal.</p>
	Cooking and Nutrition	<p>Select ingredients for product with reasons.</p> <p>Work in a safe, hygienic way.</p> <p>Use mathematical skills to measure out ingredients.</p>	<p>Follow steps in a recipe using different methods (combining, melting, boiling and baking).</p> <p>Explain why we need a healthy diet.</p> <p>Use knowledge of the food groups to plan and prepare a healthy lunch.</p>
	Knowledge of Designers	<p>Show awareness of some international designers.</p> <p>Explain why a product is appealing.</p>	
	Creativity and Imagination	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
 Behave	Social Action and Community Involvement	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	Global Learning and Sustainability	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

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Year 5		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	Teamwork and Leadership	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	Problem Solving and Critical Thinking	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
Believe 	Researching and Evaluating Products	<p>Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques).</p> <p>Use the ideas from current designers to help with own.</p>	<p>Reflect on designs and develop them bearing in mind the way they will be used (during the process).</p>
	Designing	<p>Use knowledge of design, designers and further research to help influence own design.</p> <p>Create models to show aspects of design.</p>	<p>Produce step by step plans.</p> <p>Come up with solutions to problems as they happen.</p>
	Construction	<p>Select from a variety of materials best suited to design.</p> <p>Measure using cm, mm.</p> <p>Shape products accurately and precisely.</p>	<p>Make cuts accurately and reject pieces that are not accurate.</p> <p>Show joins are strong and stable, giving extra strength to products. Some joins are flexible.</p> <p>Show methods of working are precise so that products have a high quality finish.</p>
	Mechanics and Electrics	<p>Choose components that can be controlled by switches or by ICT equipment.</p> <p>Show product is improved after testing.</p> <p>Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way electrical products behave.</p>	<p>Use precise electrical connections.</p> <p>Explain mechanical movement using hydraulics and pneumatics.</p> <p>Use other DT skills to create housings for mechanical components.</p> <p>Show product is well finished in a way that would appeal.</p>
	Textiles	<p>Experiment with a range of materials until finding most appropriate material for the job.</p> <p>Consider the cost and visual appeal of the material.</p> <p>Mark out using my own patterns and templates.</p>	<p>Join textiles to make a durable and desirable product.</p> <p>Combine art skills to add colour and texture to work.</p>
	Cooking and Nutrition	<p>Explain why certain food types are needed and select ingredients based on this.</p> <p>Work safely and hygienically.</p> <p>Show knowledge about local produce and seasonality.</p>	<p>Understand food choices (veganism, vegetarianism) and food intolerances.</p> <p>Follow several processes in a recipe.</p> <p>Use knowledge of the food groups to plan and prepare a healthy dinner.</p>
	Knowledge of Designers	<p>Compare and contrast the work of different designers.</p> <p>Give reasons for the decisions made by the designer.</p>	
	Creativity and Imagination	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>
Behave 	Social Action and Community Involvement	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc. ESch.</p>
	Global Learning and Sustainability	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

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"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

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Year 6		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	Teamwork and Leadership	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	Problem Solving and Critical Thinking	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
Believe 	Researching and Evaluating Products	<p>Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques).</p> <p>Adapt the ideas from current designers to help with own.</p>	<p>Reflect on designs and adapt them based on testing and a prototype.</p>
	Designing	<p>Use knowledge of design/ designers and further research to help influence own design.</p> <p>Create models or prototypes to show aspects of design.</p>	<p>Produce step by step plans.</p> <p>Use computer aided design.</p> <p>Come up with solutions to problems as they happen.</p>
	Construction	<p>Test construction methods (materials, cuts, folds, joins) using a prototype.</p> <p>Measure using cm, mm.</p> <p>Shape products accurately and precisely.</p>	<p>Make cuts accurately and reject pieces that are not accurate and improve my technique.</p> <p>Show precision so that products have a high quality finish.</p> <p>Use computer programming when creating a product.</p>
	Mechanics and Electrics	<p>Choose components that can be controlled by switches or by ICT equipment.</p> <p>Show that product is improved after testing.</p> <p>Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way electrical products behave.</p>	<p>Use precise electrical connections.</p> <p>Explain mechanical movement using hydraulics and pneumatics.</p> <p>Use other DT skills to create housings for mechanical components.</p> <p>Ensure product is well finished in a way that would appeal.</p>
	Textiles	<p>Experiment with a range of materials to find right mix of affordability, appeal and appropriateness for the job.</p> <p>Show an awareness of commercial appeal.</p>	<p>Mark out using own patterns and templates adapting them if needed.</p> <p>Combine art skills to add colour and texture to work.</p> <p>Join textiles using art skills to make a desirable product.</p>
	Cooking and Nutrition	<p>Understand where different crops can be found around the world.</p> <p>Understand carbon footprint.</p> <p>Understand how different cultures have different diets and how these have influenced our diet.</p> <p>Work safely and hygienically.</p>	<p>Follow several processes in a recipe.</p> <p>Adapt recipe based on audience and taste.</p> <p>Use knowledge of the food groups to plan and prepare a balanced dinner.</p>
	Knowledge of Designers	<p>Explain how key events and individuals have influenced the world (in terms of products).</p> <p>Start to think of new products and innovate my own ideas.</p>	
	Creativity and Imagination	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>
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	<p>Global Learning and Sustainability</p>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>
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