



LEARNING AWAY

SKILLS BASED CURRICULUM

Y5 / Y6 Lights, Camera, Action!



The Learning Away Curriculum Module should enable all young people to become:

SUCCESSFUL LEARNERS – who enjoy learning, make progress and achieve

CONFIDENT INDIVIDUALS - who are able to live safe, healthy and fulfilling lives

RESPONSIBLE CITIZENS – who make a positive contribution to society

Successful learners who:

- have the essential learning skills of literacy, numeracy and information communication technology
- are creative, imaginative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well to a variety of different audiences using a range of media
- take responsibility for their own learning and show initiative, perseverance and a commitment to self-improve
- **identify their strengths and areas for development and understand how they learn and learn from their mistakes**
- are able to learn independently and with others
- know about ideas and events that shape the world
- enjoy learning and are motivated to achieve.

Confident Individuals who:

- have a sense of self-worth and personal identity
- relate well to others and deal well with their emotions
- are self-aware and manage their emotions effectively
- have secure values and beliefs and have principles to distinguish right from wrong.
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyles choices
- **are physically competent and confident**
- **take managed risks and stay safe**
- recognise their talents and have ambitions and aspirations
- are willing to try new things and make the most
- of opportunities
- **are open to the excitement and inspiration offered by the natural world and human achievement.**

Responsible Citizens who:

- **are well prepared for life and work**
- **are enterprising**
- are able to work collaboratively and cooperatively
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peacefully with others
- sustain and improve the environment, locally and globally
- take account of the needs of present and future generations in the choices they make
- can change things for the better.



AREAS OF LEARNING: KNOWLEDGE AND SKILLS Y5 / Y6 Lights, Camera, Action!



Understanding English, communication and languages

- M5 To take different roles and make relevant contributions in group discussions and role play
- M8 To convey action, themes and emotions through role play and drama
- M14 To recognise and describe how writers and poets select words and use a variety of language forms and structures to create effects
- M15 To recognise how authors
- L2 To select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners
- L3 To organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used
- L4 To evaluate their own and others' speech and identify how it varies
- L5 To sustain different roles, deal with disagreement and vary contributions in group discussion
- L6 To extend and justify their opinions and ideas, building on what they have heard
- L7 To use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively
- L8 To identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience
- L14 To recognise and use some conventions for conveying meaning in moving image and multimodal texts
- L15 To evaluate structural and organisational features, including the use of different presentational devices, layouts and combinations of formats, and their effects
- L16 To evaluate ideas and themes that broaden perspectives and extend thinking
- L21 To plan, create, shape and review their work, knowing when and how to improve it, including using ICT
- L22 To select form, content, style and vocabulary to suit particular purposes and readers
- L23 To combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings
- L26 To use features of layout, presentation and organisation effectively in written and on-screen media.

Religious education

- L1 To describe and discuss some key aspects of the nature of religion and belief
- L6 To reflect on ideas of right and wrong and apply their own and others' responses to them.



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Mathematical understanding

- M13 To record amounts of money using pounds and / or pence, converting between them as appropriate
- M14 How to handle amounts of money in the context of shopping, saving up and enterprise activities
- L1 To use decimals up to 3 decimal places in measurement context
- L13 To solve problems relating to borrowing, spending and saving
- L15 How to manage money and prepare budgets for events including using spreadsheets
- L21 To use and make maps, scale models and diagrams for a purpose.

Scientific and technological understanding

- L3 To explore and explain how significant innovations and inventions have come about and how they have changed the way people live and use ideas from other cultures and times to inform their own experiments, investigations and designs
- L4 To devise criteria to evaluate their approaches, products and outcomes
- L6 To consider the implications of familiar designs and products for the environments and different communities
- L15 To investigate and explain how scientific and technological developments affect the physical and living worlds.

Understanding the arts

- M7 To design and create images and artefacts expressing ideas for clearly defined purposes
- M10 To adopt, sustain and develop a range of roles for different purposes using a range of dramatic conventions
- L1 To work individually and with others to use each art form by itself and in combination to create and to perform for different audiences
- L3 To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts
- L4 To evaluate and appreciate their own work and the work of others
- L9 To create roles and devise performances that sustain characters, plots and intentions
- L10 How facial expressions, body language, movement and space can communicate different emotions and characteristics of behaviour
- L11 To select and experiment with a broad range of drama conventions and forms for different purposes and effects.



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Historical, geographical and social understanding

- M6 Where significant places are located in the UK, Europe and the wider world
- M10 To explore the different ways we can find out about the past and how to understand the evidence
- M11 How significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past
- M12 About the movement and settlement of people in different periods of British history, and the impacts these have had
- L2 To distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events
- L3 To investigate and understand local, national and global issues, including by using ICT to analyse and process data
- L12 The characteristic features of, and changes within, two key periods of history that were significant to the locality and the UK
- L13 The effects of economic and scientific developments on the UK and the wider world over time
- L14 To understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.

Understanding physical development, health and wellbeing

- M1 To work independently and in groups, taking on different roles and collaborating towards common goals
- M2 To listen to, reflect on and respect other people's views and feelings
- M7 To recognise and manage risk in their everyday activities
- L1 To take the lead, prioritise actions and work independently and collaboratively towards goals
- L2 To listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views
- L5 To recognise their strengths and how they contribute to different groups
- L7 To use ICT safely, including using software features and settings
- L10 To recognise how their behaviour and the behaviour of others may influence people both positively and negatively
- L18 To plan, prepare and cook simple healthy meals
- L25 About how people manage money and basic financial capability
- L26 To show initiative and take responsibility for activities that develop enterprise capability.