

## Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 6		British Value:			Root of Learning:	Outdoor learning opportunities:
Theme: Early Islamic Civilisation		Rule of Law			Aiming High	Links to Art and History
Term: Spring 1						
	1 2 <sup>nd</sup> January	2 9 <sup>th</sup> January	3 16 <sup>th</sup> January	4 23 <sup>rd</sup> January	5 30 <sup>th</sup> January	6 6 <sup>th</sup> February
<b>English (together)</b>  <b>Text:</b>  The Lion, the Witch and the Wardrobe  <b>Outcome:</b> Non-chronological report	<u>Immersion</u>  LO: To create a wordle using sounds as a stimulus.  L.O: I can make inferences about a character.	<u>Immersion</u>  LO: I can convey a characters feelings through hot seating.  LO: To write a setting description using appropriate vocabulary choices to create atmosphere.	<u>WAGOLL</u>  L.O: To analyse the key features, structure and GPS features of a setting description.  - Success criteria  - Vocabulary explorer – exploring meaning  - analysis of adjectives, adverbs and verbs  - key GPS features – spotter activity	<u>GPS</u>  <u>GPS Skill 1</u> LO: To understand and accurately use a semi-colon and a colon.  - Application character description of a Mr Tumnus  - Modelled, shared and guided writing to be used  <u>Teach the skill</u> <ul style="list-style-type: none"> <li>● What is it, what is the purpose of it</li> <li>● Identify examples within studied novel, discuss the impact</li> <li>● GPS questions linked to the skill</li> <li>● Apply within sentences</li> <li>● Application of the skill, purposefully within a paragraph or extended piece of writing</li> </ul> Teaching of editorial editing  Slow write to support ARE writing  GD writing groups	<u>GPS/Planning of Hot Task</u>  Continue with GPS skill 1  Planning of the Hot Task <ul style="list-style-type: none"> <li>- Non-chronological report</li> </ul> Children to design their own Narnian character and to write a non-chronological report about them.	<u>Writing of Hot Task</u>  Children to write and edit their hot task.  Independent writing
<b>Speaking and Listening Opportunities</b>	Art – discussing art and how it makes them feel	Drama – hot seating				

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<p><b>Spelling</b></p> <p>Follow the NoNonsense Spelling Scheme</p> <p>CEW: neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise</p>	<p>Revision of all statutory words so far</p>	<p>Words with the letter string ough</p> <p>accommodate opportunity parliament</p> <p>minute enough though thought rough ought cough</p>	<p>Words with the letter string ough</p> <p>persuade physical experience</p> <p>tough although dough plough sought thorough brought</p>	<p>Words ending in -cial and -tial</p> <p>privilege prejudice caught</p> <p>official partial commercial confidential special essential facial</p>	<p>Words ending in -cial and -tial</p> <p>profession programme possession</p> <p>influential social substantial artificial torrential financial residential</p>	<p>Generating words from prefixes</p>
<p><b>Reading</b></p> <p><b>VIPERS texts</b></p>	<p><b>Non-fiction text</b></p> <p>Vocabulary Retrieval explanation Summarise</p> <p><i>Focus: Can explain what words suggest about a given subject.</i></p>	<p><b>Fiction text</b></p> <p>Vocabulary Inference Prediction</p> <p><i>Focus: Can explain what words suggest about a given subject.</i></p>	<p><b>Poetry</b></p> <p>Vocabulary Retrieval explanation Summarise</p> <p><i>LO: To compare, contrast and evaluate different texts by making connections and using their wider reading experiences</i></p>	<p><b>Fiction text</b></p> <p>Vocabulary Inference Prediction</p> <p><i>LO: To compare, contrast and evaluate different texts by making connections and using their wider reading experiences</i></p>	<p><b>Non-fiction text</b></p> <p>Vocabulary Retrieval explanation Summarise</p>	<p><b>Poetry</b></p> <p>Vocabulary Inference Prediction</p>
<p><b>Maths – Miss Webster</b></p> <p><b>Fluency</b> <b>Varied Fluency</b> <b>Reasoning</b> <b>Problem solving (test style q’s)</b></p> <p><b>Spiral starters to include:</b> - Rounding decimals - four operations decimal recap</p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Dividing fractions by an integer</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Place value within 1</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Place value within 1</li> </ul> <p><b>FDP</b></p> <ul style="list-style-type: none"> <li>Recall and use equivalences between simple fractions, decimals.</li> </ul>	<p><b>FDP</b></p> <ul style="list-style-type: none"> <li>Recall and use equivalences between simple fractions, decimals.</li> </ul>	<p><b>FDP</b></p> <ul style="list-style-type: none"> <li>Compare and order FDP</li> </ul>	<p><b>FDP</b></p> <ul style="list-style-type: none"> <li>Percentage of amounts</li> </ul>	<p><b>Area, perimeter and volume</b></p> <ul style="list-style-type: none"> <li>Area and perimeter recap of rectilinear shapes</li> </ul>
<p><b>Maths – Miss Mountain</b></p> <p><b>Fluency</b> <b>Varied Fluency</b> <b>Reasoning</b></p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Equivalent fractions and simplifying</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Comparing and ordering fractions</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Adding and subtracting mixed numbers</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Multiplying and Dividing fractions</li> </ul>	<p><b>Decimals</b></p> <p>Place value</p>	<p><b>Decimals</b></p> <p>Place value</p> <p><b>FDP</b></p>

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<p><b>Problem solving (test style q's)</b></p>	<ul style="list-style-type: none"> <li>Comparing and ordering fractions</li> </ul> <p>Whiterose small steps:</p> <ul style="list-style-type: none"> <li>Equivalent fractions and simplifying</li> <li>Equivalent fractions on a number line</li> </ul>	<ul style="list-style-type: none"> <li>Adding and subtracting any two fractions</li> </ul> <p>Whiterose small steps:</p> <p>Comparing and ordering fractions</p>	<p>Whiterose small steps:</p> <p>Adding and subtracting any two fractions</p>	<p>Whiterose small steps:</p> <ul style="list-style-type: none"> <li>Adding and subtracting mixed numbers</li> </ul>		<p>Recall and use equivalences between simple fractions, decimals.</p> <p>-</p>
<p><b>Maths – Miss Allan</b></p> <p><b>Shape, space and measure</b></p> <p><i>Fluency</i></p> <p><i>Varied Fluency</i></p> <p><i>Reasoning</i></p> <p><i>Problem solving (test style q's)</i></p>	<p><u>Area and perimeter</u></p> <p>Step 1 Shapes – same area</p>	<p><u>Area and perimeter</u></p> <p>Step 2 Area and perimeter</p>	<p><u>Area and perimeter</u></p> <p>Step 3 Area of a triangle – counting squares</p>	<p><u>Area and perimeter</u></p> <p>Step 4 Area of a right-angled triangle</p>	<p><u>Area and perimeter</u></p> <p>Step 5 Area of any triangle</p>	<p><u>Area and perimeter</u></p> <p>Step 6: Area of a parallelograms</p>
<p><b>LBH</b></p>	<p><u>Converting units – metric measures</u></p> <p>LBH test set on Purple Mash (computing across the curriculum)</p>	<p><u>Converting units – metric measures</u></p>	<p><u>Fractions of amounts</u></p>	<p><u>Fractions of amounts</u></p>	<p><u>Converting units – imperial measures</u></p>	<p><u>Converting units – imperial measures</u></p>
<p><b>Science</b></p>	<p><u>Evolution</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p><u>Knowledge review of evolution</u></p>	<p><u>Knowledge Harvest: Electricity</u></p> <p>Children to complete knowledge harvest on previous electricity teaching</p> <p>Share knowledge organiser with children and play Kahoot quiz.</p>	<p><u>Electricity</u></p> <p><u>Cross-curricular history</u></p> <p><u>LO: I can explain the importance of the major discoveries in electricity.</u></p> <p>Children to complete a quiz as a spiral starter.</p> <p>Share some history of electricity and then general information about electricity.</p> <p>Children to identify electrical items in the classroom and consider non-electrical alternatives.</p> <p>Children to explain the importance of electricity in the modern day world.</p> <p> Hi I'm Ellie the explaining and evaluating elephant!</p> <ul style="list-style-type: none"> <li>Identify scientific evidence that has been</li> </ul>	<p><u>Electricity</u></p> <p><u>LO: I can recognise and draw scientific circuit symbols.</u></p> <p>Children to complete spiral starter based on electricity vocabulary (some previous year groups and some previous lessons).</p> <p>Share information about components and what makes a circuit. Children to create a simple circuit through investigation.</p> <p>Share misconception about battery and cells.</p> <p>Children to make a variety of circuits and accurately draw them.</p> <p> Hi I'm Oscar the observing octopus!</p>	<p><u>Electricity</u></p> <p><u>LO: To associate the brightness of a bulb with the number and voltage of cells used in a circuit</u></p> <p>Children to complete spiral starter based on a circuit diagram.</p> <p>Share information about current and voltage.</p> <p>Make individual predictions about voltage and the effect on the bulb.</p> <p>Conduct experiment increasing the volts. Children to record observations.</p> <p>Group conclusion.</p> <p> Hi I'm Oscar the observing octopus!</p> <ul style="list-style-type: none"> <li>Observe, describe and compare in careful detail using the correct language</li> </ul>	<p><u>Electricity</u></p> <p><u>LO: To give reasons for variations in how components function.</u></p> <p>Children to complete a spiral based on brightness of a bulb.</p> <p>Children to create their own experiment that includes a variable resistor (dimmer switch).</p> <p> Hi I'm Flo the fair testing flamingo!</p> <ul style="list-style-type: none"> <li>Independently set up and carry out fair tests and use results to set up comparative and fair tests</li> </ul> <p><u>Knowledge review: Electricity</u></p>

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			used to support or refute ideas or arguments	<ul style="list-style-type: none"> <li>Observe, describe and compare in careful detail using the correct language</li> </ul>	 <p>Hi I'm Polly the predicting and planning parrot!</p> <ul style="list-style-type: none"> <li>Make predictions based on scientific facts and ideas</li> </ul>	
<b>Geography</b>						
<b>History</b>	<p><b>Enquiry based learning hook</b></p> <p><b>LO: To explore an object from the past</b></p> <p>Share image of a soldier's helmet, with children to formulate questions.</p> <p>Share inscription, which is a close look and some information about Islamic life.</p> <p>Children to make inferences about what they know about life from enquiry</p>	<p><b>Cross Curricular Geography</b></p> <p><b>LO: I can explain why the location of Baghdad is an ideal place to build a civilisation.</b></p> <p>Children to locate Baghdad and Mecca on an atlas and the continent.</p> <p>Following information and inferences made, children to explain why Baghdad is an ideal location for beginning of the Islamic Empire.</p>	<p><b>Chronology</b></p> <p>Children to be able to compare what was happening in Europe during the Early Islamic Civilisation (900BC)</p>	<p><b>Cross curricular art</b></p> <p>Geometric art - Look at the origins of the art and produce their own piece.</p>	<p><b>Historical enquiry</b></p> <p>How can we find out about life in Baghdad?</p> <p>Children will find out about life in Baghdad using a range of sources.</p> <p>They will discuss and evaluate historical sources and examine a range of sources of historical evidence relating to ancient Baghdad, evaluating their usefulness and reliability.</p>	<p><b>Historical interpretation</b></p> <p>Children use their knowledge to explain whether they would prefer to live in current times or during the period of Early Islamic Civilisation.</p>
<b>Art x 4 lessons due to outdoor learning sessions every 3 weeks</b>	<p><b>LO: To explore John Constable's work</b></p> <p>Introduce our key artist.</p> <p>Piece of artwork to be displayed and children to become art critics focusing on what they can see, like and dislike about the pieces.</p>		<p><b>LO: To revisit sketching skills from last year with a focus on the landscape</b></p> <p>Children to collect a leaf from outside.</p> <p>Watch supporting video regarding adding detail.</p> <p>Children to take skills from this and apply to different shape leaf considering where paint detail could go on their sketch to make it more realistic.</p> <p>Children to create two sketches.</p>	<p><b>LO: To begin to use acrylic paint precisely considering background colours and intricate details.</b></p> <p>After practice, children to apply skills to one sketch from previous lesson.</p>		<p><b>LO: To apply sketching skills to a final piece</b></p> <p>Sketch final landscape based on Narnia – children to have a choice of landscapes from the film</p> <p>Sketch to not include lots of detail as this will be added with acrylic</p> <p><b>LO: To apply acrylic skills to a final piece</b></p> <p>Children to add detail to their sketch using acrylic paint</p>

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Design Technology						
Spanish	<p><b>Lesson 1:</b> <b>Los animals de la granja!</b></p> <p><b>Key vocab</b> Los animales - animals El Pollito – chick El Gallo – cockerel La Gallina – hen El Pollo – chicken La Pavo – turkey El gato – cat El perro – dog La cabra – goat El cordero – lamb La vaca – cow El caballo - horse La granja – farm</p>	<p><b>Lesson 2:</b> <b>¡Mas los animals de la granja!</b></p> <p><b>Key vocab</b> Los animales - animals El Pollito – chick El Gallo – cockerel La Gallina – hen El Pollo – chicken La Pavo – turkey El gato – cat El perro – dog La cabra – goat El cordero – lamb La vaca – cow El toro – bull La granja – farm La mascota - Pet ¿Cuál animales te gustan? - Which animals do you like? Me gustan... - I like... ¿Cuál es tu animal favorito? – What is your favourite animal? Mi animal favorito es... - my favourite animal is... ¿Tienes una mascota? – Do you have a pet? Tengo... - I have...</p>	<p><b>Lesson 3: Animals and the word 'hay'</b></p> <p><b>Key vocab</b> El Pollito – chick El Gallo – cockerel La Gallina – hen El Pollo – chicken La Pavo – turkey La paloma – dove/pidgeon El gato – cat El perro – dog La cabra – goat El cordero – lamb La vaca – cow El toro – bull Hay – there is/are</p>	<p><b>Lesson 4:</b> <b>Animals and the word 'hay'</b></p> <p><b>Key vocab</b> El Pollito – chick El Gallo – cockerel La Gallina – hen El Pollo – chicken La Pavo – turkey La paloma – dove/pidgeon El gato – cat El perro – dog La cabra – goat El cordero – lamb La vaca – cow El toro – bull Hay – there is/are ¿Cuál es tu animal favorito? – What is your favourite animal? Mi animal favorito es...My favourite animal is...</p>	<p><b>Lesson 5:</b> <b>Storytelling Pollito Tito</b></p> <ul style="list-style-type: none"> <li>To follow and understand a story with support.</li> </ul> <p>To be able to understand familiar words when written down. <a href="https://www.thespanishexperiment.com/stories/chicken-little">https://www.thespanishexperiment.com/stories/chicken-little</a></p>	<p><b>Lesson 5:</b> <b>Storytelling Pollito Tito</b></p> <ul style="list-style-type: none"> <li>To follow and understand a story with support.</li> <li>To be able to understand familiar words when written down.</li> </ul> <p><a href="https://www.thespanishexperiment.com/stories/chicken-little">https://www.thespanishexperiment.com/stories/chicken-little</a></p>
P.E	<b>Handball</b>	<b>Handball</b>	<b>Handball</b>	<b>Handball</b>	<b>Handball</b>	<b>Handball</b>
White Rose Rugby (Outside provider): Handball  Miss Webster & Miss Allan: Leadership	<p><b>Leadership</b> The focus of the learning is for pupils to begin to understand what makes an effective leader.</p> <p>Pupils will be able to identify the different attributes that make an effective leader.</p> <p>Pupils will start to lead an activity for small groups of their peers.</p>	<p><b>Leadership</b> The focus of the learning is for pupils to begin to understand what we mean by effective communication.</p> <p>Pupils will understand why it is important to communicate clearly as a leader.</p>	<p><b>Leadership</b> The focus of the learning is to introduce the first of the 'STEP' principles, Space.</p> <p>Pupils will understand why a suitable space is needed to play an activity.</p> <p>Pupils will start to understand the different factors that will determine and effect the size of the space.</p>	<p><b>Leadership</b> The focus of the learning is to continue to explore the 'STEP' principles, with a focus now on Task.</p> <p>Pupils will understand when and why we might need to make a decision about adapting a task.</p> <p>Pupils will start to understand the different factors that will effect a decision to adapt a task.</p>	<p><b>Leadership</b> The focus of the learning is to continue to explore the the 'STEP' principles, with a focus now on People.</p> <p>Pupils will understand different ways of organising people fairly into small groups/teams, making sure that everyone is included.</p> <p>Pupils will understand why making the right decision concerning the number of people to play an activity is so important.</p>	<p><b>Leadership</b> The focus of the learning is to continue to explore the the 'STEP' principles, with a focus on equipment.</p> <p>Pupils will understand that the equipment used will have an effect on the task as a whole.</p> <p>Pupils will take responsibility to lead a game / activity applying their prior learning of the STEP principle.</p>

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<p><b>Music</b></p> <p>Spring One 6S will have Whole Class Instrumental Lessons on the Ukulele</p> <p>Spring Two 6P will have Whole Class Instrumental Lessons on the Ukulele</p>	<p><b>Lesson 1: Try Kodaly</b> Children learn about the work Zoltan Kodaly and develop an understanding of the Kodaly music method</p> <p><b>Learning objective</b> To develop an understanding of the Kodaly music method</p> <p><b>National curriculum</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music</p>	<p><b>Lesson 2: Getting into the groove</b> Learning how to strengthen the feeling of pulse when working with rhythmic patterns through collaborative activities</p> <p><b>Learning objective</b> To strengthen the feeling of pulse when working with rhythmic patterns</p> <p><b>National curriculum</b> - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations</p>	<p><b>Lesson 3: Clapping music</b> Children use their hands as instruments to explore rhythmic patterns in order to build the sense of pulse, inspired by Steve Reich's 'Clapping Music'</p> <p><b>Learning objective</b> To explore rhythmic patterns in order to build the sense of pulse</p> <p><b>National curriculum</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Use and understand staff and other musical notations</p>	<p><b>Lesson 4: Composing crews</b> Pupils use their knowledge of rhythm to create their own compositions and take on the role of a music critic to invite constructively critical discussions amongst peers</p> <p><b>Learning objective</b> To use knowledge of rhythm to create own composition</p> <p><b>National curriculum</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b>Lesson 5: Let's notate</b> In the final lesson of this unit, children use their knowledge about about rhythmic notation to notate their own composition</p> <p><b>Learning objective</b> To use knowledge of rhythmic notation to notate own composition</p> <p><b>National curriculum</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Use and understand staff and other musical notations</p>	
<p><b>PSHE</b></p> <p><b>JIGSAW Unit</b> Dreams and Goals</p> <p><b>Sandal Root of Learning</b> Aiming high</p>	<p><b>Personal Learning Goals</b></p> <p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p>I understand why it is important to stretch the boundaries of my current learning</p>	<p><b>Steps to Success</b></p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can set success criteria so that I will know whether I have reached my goal</p>	<p><b>My Dream For the World</b></p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p>	<p><b>Helping to Make a Difference</b></p> <p>I can work with other people to help make the world a better place</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p>	<p><b>Helping to Make a Difference</b></p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p><b>Recognising Our Achievements</b></p> <p>I know what some people in my class like or admire about me and can accept their praise</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>
<p><b>Computing</b></p> <p>Spreadsheets and Blogging</p>	<p><b>Spreadsheets</b> Use a spreadsheet to plan pocket money spending</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>•Children can use a spreadsheet to model a real-life situation and come up with solutions.</li> <li>•Children can make practical use of a spreadsheet to help plan actions.</li> </ul>	<p><b>Spreadsheets</b> Planning a school event</p> <p><b>Success criteria</b> Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.</p>	<p><b>Blogging</b> To identify the purpose of writing a blog. To identify the features of successful blog writing.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>•Children understand how a blog can be used as an informative text.</li> <li>•Children understand the key features of a blog.</li> </ul>	<p><b>Blogging</b> To plan the theme and content for a blog.</p> <p><b>Success criteria</b> Children can work collaboratively to plan a blog.</p>	<p><b>Blogging</b> To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>•Children can create a blog with a specific purpose.</li> <li>•Children understand that the way in which information is</li> </ul>	<p><b>Blogging</b> To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>•Children can post comments and blog posts to an existing class blog.</li> <li>•Children understand the approval process that their posts go through and demonstrate an</li> </ul>

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					presented has an impact upon the audience.  •Children understand that blogs need to be updated regularly to maintain the audience's interest and engagement.	awareness of the issues surrounding inappropriate posts and cyberbullying.
<b>RE</b>  <b>How does growing up bring responsibility?</b>	<p><b>What happens at Amrit and why is this important for Sikhs? x2</b></p> <p><b>Lesson 1</b> Due to a Sikhism focus during Autumn 1, children are going to be asked what they can remember about the religion and Amrit in particular. As tables, the children will brainstorm their thoughts.</p> <p>Recap key facts through videos and a variety of artefacts.</p> <p>Children to debate/discuss the following questions either as a class or in small groups:</p> <ul style="list-style-type: none"> <li>• How hard would it be to decide to become an <i>Amritdhari</i> Sikh?</li> <li>• What difference should taking part in this ceremony make to a Sikh person's life?</li> </ul> <p><b>Lesson 2</b> Children are going to hear stories from two children who are deciding whether they are ready to take part in the Amrit ceremony.</p> <p>Children will also be given friends and families responses.</p> <p>Children will then write to one of the children with reasons for or against them taking Amrit at the current time.</p>	<p><b>Why is Confirmation or Believers' Baptism important for Christians? x2</b></p> <p><b>Lesson 1</b> Share information about Believer's Baptism and what happens through a range of resources.</p> <p>Children to make notes about Believer's baptisms as they will be comparing it to confirmations next lesson.</p> <p><b>Lesson 2</b> Share information about Confirmation and what happens through a range of resources.</p> <p>Children to create a Venn diagram that compares the two rites of passage studied.</p>	<p><b>What promises are made in rites of passage?</b></p> <p>Compare and contrast the religious rites of passage studied. What promises were made in each? What was in common and what different in each?</p>	<p><b>What are my own beliefs, values and principles?</b></p> <p>What promises can you make about your own life, relationships and priorities as you grow up to a new stage in life?</p>		