

Repton Manor Primary School Medium Term Plan



Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: Journey to the Americas/Out in Space

Year Group: 5

Terms: 1 and 2

Subject - Discrete	Maths			
Unit	Place Value	Addition and Subtraction	Multiplication and Division	Fractions

Small Steps

Step 1 Roman numerals to 1,000
Step 2 Numbers to 10,000
Step 3 Numbers to 100,000
Step 4 Numbers to 1,000,000
Step 5 Read and write numbers to 1,000,000
Step 6 Powers of 10
Step 7 10/100/1,000/10,000/100,000 more or less
Step 8 Partition numbers to 1,000,000
Step 9 Number line to 1,000,000
Step 10 Compare and order numbers to 100,000
Step 11 Compare and order numbers to 1,000,000
Step 12 Round to the nearest 10, 100 or 1,000
Step 13 Round within 100,000
Step 14 Round within 1,000,000

Step 1 Mental strategies
Step 2 Add whole numbers with more than four digits
Step 3 Subtract whole numbers with more than four digits
Step 4 Round to check answers
Step 5 Inverse operations (addition and subtraction)
Step 6 Multi-step addition and subtraction problems
Step 7 Compare calculations
Step 8 Find missing numbers

Step 1 Multiples
Step 2 Common multiples
Step 3 Factors
Step 4 Common factors
Step 5 Prime numbers
Step 6 Square numbers
Step 7 Cube numbers
Step 8 Multiply by 10, 100 and 1,000
Step 9 Divide by 10, 100 and 1,000
Step 10 Multiples of 10, 100 and 1,000

Step 1 Find fractions equivalent to a unit fraction
Step 2 Find fractions equivalent to a non-unit fraction
Step 3 Recognise equivalent fractions
Step 4 Convert improper fractions to mixed numbers
Step 5 Convert mixed numbers to improper fractions
Step 6 Compare fractions less than 1
Step 7 Order fractions less than 1
Step 8 Compare and order fractions greater than 1
Step 9 Add and subtract fractions with the same denominator
Step 10 Add fractions within 1
Step 11 Add fractions with total greater than 1
Step 12 Add to a mixed number
Step 13 Add two mixed numbers
Step 14 Subtract fractions
Step 15 Subtract from a mixed number
Step 16 Subtract from a mixed number - breaking the whole
Step 17 Subtract two mixed numbers

Framework objectives

Number: Place Value

I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.

I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.

I can interpret negative numbers in context and can count forwards and backwards with positive and negative numbers through zero.

Number: Addition and Subtraction

I can add and subtract numbers with more than four digits, using formal written methods of columnar addition and subtraction.

I can use rounding to check the answer to a calculation and determine, in the context of the problem, levels of accuracy.

I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use.

I can add and subtract numbers mentally with increasingly large numbers.

Number: Multiplication and Division

I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.

I can understand and use the vocabulary of prime factors, prime and composite (non-prime) numbers.

I can establish whether a number up to 100 is prime and can recall prime numbers up to 19.

I can recognise and use square and cubed numbers and the notation for squared and cubed.

I can solve problems involving multiplication and division using their knowledge of factors, multiples, squares and cubes.

Number: Fractions

I can compare and order fractions whose denominators are multiples of the same number.

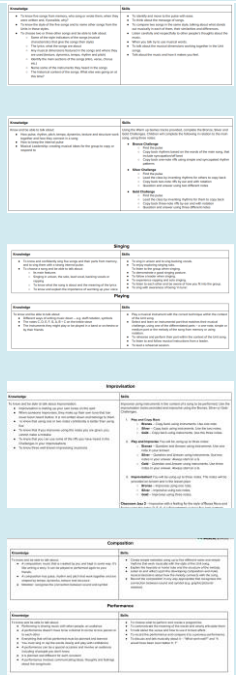
I can identify, name and write equivalent fractions of a given fraction, represented visually (including tenths and hundredths).

I can recognise mixed numbers and improper fractions and can convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$).

I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.

I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.						
Read Roman numerals up to 1,000 and recognise different years written in Roman numerals.						

Subjects - Discrete	RE	MFL	Games	PE	Music	Computing	E-Safety
Unit	What is the best way for a Hindu to show commitment to God? Is the Christmas story true?	On holiday Eating out	Rounders Athletics	Floor Gymnastics Hockey	Living on a prayer	Computer Systems and Networks – Sharing information Programming – Repetition in games	Copyright and ownership Self-image and Identity
Small Steps	<p>I can use the right names for things that are special to Hindus.</p> <p>I can start to express an opinion about what might be important to Hindus.</p> <p>I can talk about one of the ways Hindus show commitment to God.</p> <p>I can talk about something that is important to Hindus and express understanding as to why this might be important to me if I were a Hindu.</p> <p>I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p> <p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>	<p>Understand unfamiliar language in context when someone else is speaking, including noticing the difference between determiners, recognising that nouns have irregular plurals and adjectives' endings often change to match the noun they are describing.</p> <p>● Read unfamiliar words and phrases with greater accuracy and join in with conversations using complex sentences.</p> <p>Build the confidence to read aloud clearly with expression.</p> <p>● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Bowl accurately and with correct technique.</p> <p>Demonstrate understanding of basic Rounders tactics in a variety of games.</p> <p>Show understanding of the importance of communication when running around posts.</p> <p>Strike a ball which has been bowled underarm to specific areas.</p> <p>Demonstrate a dynamic javelin throw.</p>	<p>Demonstrate understanding of attacking principles in conditioned, small-sided games.</p> <p>Demonstrate understanding of defending principles in conditioned, small-sided games.</p> <p>Demonstrate understanding of potential solutions to improve the performance of self and others.</p> <p>Demonstrate understanding of self and others performance v's objectives.</p>		<p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of</p>	

			<p>Demonstrate a dynamic heave throw.</p> <p>Demonstrate a dynamic sling throw.</p> <p>Demonstrate a dynamic push throw.</p> <p>Demonstrate the ability to maintain a smooth running pace relevant to distance covered.</p> <p>Hop, step and jump in the correct sequence.</p>	<p>Complete a 10-piece sequence including a minimum of 3 different components.</p> <p>Create a group balance with 5 people, with all people being linked together in some way.</p> <p>Demonstrate dynamic movements, using apparatus as an obstacle.</p> <p>Execute a forward roll with correct form and technique. Execute a full spin linking move with correct form and technique.</p> <p>Execute a tuck jump from apparatus with correct form and technique.</p> <p>Execute an arabesque with correct form and technique.</p> <p>Self-evaluate own performance and offer constructive feedback for improvement</p>		<p>working together online</p> <p>Programming To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition</p>	
<p>Framework objectives</p>	<p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p>	<p>Know how to conjugate and use the simple past tense in the first and third person singular.</p>	<p>I can work as a group and share roles fairly.</p>	<p>I understand the value of exercise outside of the school day.</p>	<p>To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song.</p>	<p>I know how sharing information online lets people in different places work together.</p> <p>I know how to write complex algorithms with 'if' and 'then' commands.</p>	<p>Copyright and ownership: I can give examples of content that is permitted to be reused.</p>

	I can start to explain the Christian belief that Jesus was the Incarnation of God.	eg: I saw, I went and it had... Build a working knowledge of French phonics and apply this to reading and writing new and unfamiliar words with greater accuracy.		To know different ways of writing music down (staff notation, symbols, etc).	
Topic Application	Christmas Light Show	Year 5 Cooking - Maya Tortillas		Rock Ballad	Space themed game using accurate placement

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities (Lesson order and structure, including small steps)	Objectives Covered (from subject Frameworks)
Class Reader: Rain player SS: Meeting the Maya Face swap live! MM: Thanksgiving celebration FF: Stargazing sleepover	BQ1: Who were the Maya and what was important to them? 3 Weeks Big Answer: Traditional Savoury Meal prepared and cooked.	Reading Rain Player The Maya (literacy shed) The Maya Creation Myth (grammarsaurus) Mayan Gods (literacy shed) Tortilla Recipe (https://www.twinkl.co.uk/resource/t2-h-5123-new-maya-tortilla-recipe) Sacrifice (literacy shed) What did the Mayans eat? (https://www.twinkl.co.uk/resource/what-did-the-mayas-eat-fact-file-t-h-1650876774) Writing: Creation Myth GPS:	Topic: Hstory - Then and now Lesson 1: Meeting the Maya Lesson 2: Where in History were the Maya - Chronological order Lesson 3: Where did they originate - Geography - How long were they around Lesson 4: Religion and Gods Lesson 5: Maya Number system Lesson 6: Maya writing Lesson 7: Exploration and Discovery Lesson 8: Maya in the modern world. Lesson 9: Maya Food Lesson 10: Skills lesson - Food - Using traditional methods Lesson 11: Skills Lesson - Food Lesson 12: Skills Lesson - Food Reading Lesson 1: Prediction of Rain Player Lesson 2: The Maya (literacy shed) Lesson 3: The Maya Creation Myth (grammarsaurus) Lesson 4: Summarising Rain Player Lesson 5: Prediction of Rain Player	History - I can begin to picture what life would have been like in a non-European society that provides contrasts with British history – Mayan civilization c. AD 900. I use dates and historical terms in their work to sequence events and periods in time. I can draw a timeline with different time periods outlined which show different information, such as periods of history, places and when famous people lived. DT - Cooking and Nutrition: I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

<p>Learning Environment :</p> <p>NP - Food and cooking.</p> <p>NG - Map work</p> <p>THB - Artefact History</p>		<p>Relative Clauses Cohesion</p> <p>History: Chronological knowledge in comparison in terms of other timelines. Contrasting ideas</p> <p>DT: Cooking a flour based savoury dish using traditional methods</p> <p>Life Skills:</p>	<p>Lesson 6: Mayan Gods (literacy shed) Lesson 7: Tortilla Recipe https://www.twinkl.co.uk/resource/t2-h-5123-new-maya-tortilla-recipe Lesson 8: Summarising Rain Player</p> <p>Lesson 9: Prediction of Rain Player Lesson 10: Sacrifice (literacy shed) Lesson 11: What did the Mayans eat? https://www.twinkl.co.uk/resource/what-did-the-mayas-eat-fact-file-t-h-1650876774 Lesson 12: Summarising Rain Player</p> <p>Lesson 13: Rain Player Lesson 14: Mayan Cities (Literacy Shed) Lesson 15: Hero Twins (Literacy Shed) Lesson 16: Rain Player</p> <p>Storytelling: Writing a creation myth Session 1: HMSS of a Mayan creation myth. Session 2: Deepen each section by recalling what happened and freeze framing Session 3: Deepen - draw tree and draw things for levels Session 4: Deepen - create god/gods (using existing pictures of gods and names to create own) Session 5: Box up the structure Session 6: Shared plot matrix about own creation story (an animal or plant). Session 7: Create LTC word bank then add detail to boxing up (use LTC grids for vocab). Session 8: Deepen - relative clauses Session 9/10/11: Shared write for each section then write own. Review and edit punctuation after EVERY paragraph. Session 12: vocab and structural editing Session 13/14: publishing and sharing.</p> <p>Storytelling: Writing a kenning Session 1: HMSS of a kenning based on Mayan God Session 2: Deepen features of kennings - match up nouns to verbs using hyphens to create appropriate ones. . Session 3: Deepen - choose God to write about then create vocab for -er/or words eg. world creator (carousel for different gods on each table) Session 4: Planning - use post it notes to write. Peer assess effectiveness, order etc. Chn swap post its around.</p>	<p>I can use knives safely to prepare food and then use heat to cook and prepare savoury dishes using a range of cooking techniques.</p> <p>Writing - I can write legibly and consistently in every piece of writing. I can proofread my learning for age appropriate spelling and punctuation errors. I can confidently use a dictionary to support spelling. I can confidently use a thesaurus to find synonyms for words. I use word endings (-ious, -cious, -cial, -tial). I can write using the features of taught genres, keeping my audience in mind. I can link ideas within paragraphs to show cohesion. I can orally rehearse my sentences before writing. I use the correct tense throughout my writing most of the time. I can open my sentences in different ways (simile openers, adverbials and subordinate clauses.). I can identify the purpose of my writing and which features will create the best impact. I can identify and edit cohesion and standard English errors mostly independently through proofreading of my writing. I can punctuate most of my sentences accurately for taught punctuation.</p>
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<p>BQ2: Why did the Mayan civilisation decline?</p> <p>3 weeks</p> <p>Big Answer: Present your findings in your own way.</p>	<p>Reading To the Stars by Canoe Mayan Cities (Literacy Shed) Hero Twins (Literacy Shed) The River Trader (literacy shed) Mae C Jemison (BHM)</p> <p>Writing: Poetry</p> <p>GPS:</p> <p>History: Enquiry Skills - Running a historical enquiry.</p> <p>Sources and evidence.</p> <p>Life Skills:</p>	<p>Topic: Research Project Lesson 1: Lay out Maya Artefacts - Artefact game Tabard 1- Pupil voice - Group Discussions - Why did the Mayan empire decline? Lesson 2: How to look at evidence - Sources Generating good questions to investigate.Tabard 2 Lesson 3: What do you think? Create an hypothesis Lesson 4: Sources - Primary and Secondary - Evaluating good sources. Lesson 5: Evidence - What can we find out? Research lesson Lesson 6: Research lesson - Reevaluate question. Lesson 7: Geography - Additional information - Why did 90% of the Maya disappear around 900 AD. Lesson 8 - Research lesson - Where is your investigation leading you. Lesson 9 - Presenting your findings. Lesson 10 - Presenting your findings</p> <p>Reading Lesson 1: Prediction of To the Stars by Canoe Lesson 2: Mayan Cities (Literacy Shed) Lesson 3: Hero Twins (Literacy Shed) Lesson 4: Summarising To the Stars by Canoe</p> <p>Lesson 5: Prediction of To the Stars by Canoe Lesson 6: The Maya Myth of the Morning Star (TedEd Video) Lesson 7: The River Trader (literacy shed) Lesson 8: Summarising To the Stars by Canoe</p> <p>Lesson 9: Prediction of To the Stars by Canoe Lesson 10: The Maya Myth of the Moon Goddess (TedEd Video) Lesson 11: Summarising To the Stars by Canoe Lesson 12: Test Practice (independent comprehension)</p>	<p>History</p> <p>I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. I can compare and contrast early and late stages in a studied period. I can examine causes and results of great events and the impact of these. I use a wider range of sources to answer questions and test hypotheses. I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction.</p> <p>Writing I can write legibly and consistently in every piece of writing. I can proofread my learning for age appropriate spelling and punctuation errors. I can confidently use a dictionary to support spelling. I can confidently use a thesaurus to find synonyms for words. I use word endings (-ious, -cious, -cial, -tial). I can write using the features of taught genres, keeping my audience in mind. I can link ideas within paragraphs to show cohesion. I can orally rehearse my sentences before writing. I use the correct tense throughout my writing most of the time. I can open my sentences in different ways (simile openers, adverbials and subordinate clauses.). I can identify the purpose of my writing and which features will create the best impact. I can identify and edit cohesion and standard English errors mostly independently through proofreading of my writing.</p>	

				<p>I can punctuate most of my sentences accurately for taught punctuation.</p> <p>GP-</p> <p>I can use adverbials to begin my sentences.</p> <p>I can use commas to avoid ambiguity.</p>
<p>BQ3: How different is the Big Apple?</p> <p>Big Answer: Lap book creation</p>	<p>Reading: The Man Who Walked Between The Towers Lady Liberty (Literacy Shed) Famous Landmarks (Literacy Shed) The Gold Rush (Literacy Shed) A Letter Home (Literacy Shed) Who is Kamala Harris? (grammarsaurus)</p> <p>Writing: Narrative</p> <p>GPS:</p> <p>Geography: Map skills- Locating major cities</p> <p>Comparing and contrasting North America New York and Ashford town.</p> <p>DT: Create a skyscraper structure- using knowledge of complex structures.</p> <p>Life Skills:</p>	<p>Topic: Maps and North America - Lap book Study - New York Vs Ashford</p> <p>Lesson 1: Location in relation (globe game)</p> <p>Lesson 2: Settlement shapes</p> <p>Lesson 3: States v Counties (picture of where chn live, pic of NY child)</p> <p>Lesson 4: Major cities - New York New York</p> <p>Lesson 5: Towns and cities - comparison.</p> <p>Lesson 6:Physical features - rivers</p> <p>Lesson 7: Human features - famous buildings, road systems</p> <p>Lesson 8:Lap Book comparison</p> <p>Lesson 9: Louis Sullivan Study -</p> <p>Lesson 10:Louis Sullivan Study -</p> <p>Lesson 11:Skyscraper Project - DT - look at how to strengthen joins</p> <p>Lesson 12:Skyscraper Project -DT - try to strengthen pre-made structure</p> <p>Lesson 13:Skyscraper Project - DT - make own to hold orange out of paper straws</p> <p>Reading</p> <p>Lesson 1: Prediction of The Man Who Walked Between The Towers</p> <p>Lesson 2: Lady Liberty (Literacy Shed)</p> <p>Lesson 3: Famous Landmarks (Literacy Shed)</p> <p>Lesson 4: Summarising The Man Who Walked Between The Towers</p> <p>Lesson 5: Prediction of The Man Who Walked Between The Towers</p> <p>Lesson 6: The Gold Rush (Literacy Shed)</p> <p>Lesson 7: A Letter Home (Literacy Shed)</p> <p>Lesson 8: Summarising The Man Who Walked Between The Towers</p> <p>Lesson 9: Prediction of The Man Who Walked Between The Towers</p> <p>Lesson 10: Who is Kamala Harris? (grammarsaurus)</p> <p>Lesson 11: North American Biomes (grammarsaurus)</p> <p>Lesson 12: Summarising The Man Who Walked Between The Towers</p> <p>Storytelling: Writing a setting description</p> <p>Session 1: HMSS of a setting description of a walk through Central Park.</p> <p>Session 2: Deepen - senses journey through school</p> <p>Session 3: Deepen - model writing description using alternatives for "I can see" etc.</p> <p>Session 4: Deepen - use Google Earth/Street View to take a journey though Central Park. Story map</p> <p>Session 5: Box up the structure (chronological order)</p> <p>Session 6: Create LTC word bank then add detail to boxing up (use LTC grids for vocab).</p> <p>Session 7: Deepen - Adverbs/adverbials</p> <p>Session 8: Deepen - Commas for ambiguity</p> <p>Session 9/10: Shared write for each section then write own. Review and edit punctuation after EVERY paragraph.</p>	<p>Geography</p> <p>I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>I can use fieldwork to record the human and physical features in the local area.</p> <p>I can use plans and a range of different types of graphs to show my recordings of the human and physical features in the local area.</p> <p>DT -</p> <p>Make: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	

	<p>BQ4:Why do we have day and night? SS: Stargazing Experience www.wonderdo.me.co.uk</p> <p>Big Answer: Christmas Light show</p>	<p>Reading Prediction of Man on the Moon (a day in the life of Bob) by Simon Bartram The Moon (literacy shed) The ISS (literacy shed) The Skies Above My Eyes by Charlotte Gullain & Yovel Zommer The Depths (literacy shed) Orbiting the Sun (literacy shed) ere We Are by Oliver Jeffers Mars Achieved (literacy shed) Adrift (literacy shed)</p> <p>Writing: Recount - Stargazing</p> <p>GPS:</p> <p>Science - Earth and Space Gravity.</p> <p>Art: Colour mixing workshop - Earth and space art piece</p> <p>Life Skills:</p>	<p>Session 12: vocab and structural editing Session 13/14: publishing and sharing.</p> <p>Topic: Lesson 1: The solar system Lesson 2: Planets in the solar system Lesson 3: Explaining day and night Lesson 4: Proving the Earth is round Lesson 5: Phases of the moon and orbits Lesson 6: Exploring shadows cast throughout the day Lesson 7: Art: colour mixing Lesson 8: Art: Creating planet using colour mixing</p> <p>Reading Lesson 1: Prediction of Man on the Moon (a day in the life of Bob) by Simon Bartram Lesson 2: The Moon (literacy shed) Lesson 3: The ISS (literacy shed) Lesson 4: Summarising of Man on the Moon (a day in the life of Bob) by Simon Bartram</p> <p>Lesson 5: Prediction of The Skies Above My Eyes by Charlotte Gullain & Yovel Zommer Lesson 6: The Depths (literacy shed) Lesson 7: Orbiting the Sun (literacy shed) Lesson 8: Summarising of The Skies Above My Eyes by Charlotte Gullain & Yovel Zommer</p> <p>Lesson 9: Prediction of Here We Are by Oliver Jeffers Lesson 10: Mars Achieved (literacy shed) Lesson 11: Adrift (literacy shed) Lesson 12: Summarising Here We Are by Oliver Jeffers</p> <p>Storytelling: Writing a recount Session 1: HMSS of a generic recount in portrait orientation 0-0-0-0 down the page. Session 2: Deepen each section by recalling what happened and freeze framing Session 3: Deepen - cohesion using adverbials of time Session 4: Deepen - cohesion within paragraphs Session 5: Box up the structure Session 6: Shared plot matrix about stargazing event (photos etc) followed by recycled boxing up. Session 7: Add detail to boxing up (use LTC grids for vocab) with addition of feelings/ thoughts about each section. Session 8/9: Shared write for paragraphing x4/5. Review and edit punctuation after EVERY paragraph. Session 10: vocab and structural editing Session 11/12: publishing and sharing. Session 13: ...</p>	<p>Science Earth and Space:</p> <ul style="list-style-type: none"> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces:</p> <ul style="list-style-type: none"> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <p>Art</p> <ul style="list-style-type: none"> They can mix and match colours to create atmosphere and light effects. <p>Music</p> <ul style="list-style-type: none"> To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song. To know different ways of writing music down (staff notation, symbols, etc). To know notation is the connection between sound and symbol..
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			<p><u>Music - topic application for rock</u> Lesson 1: Beat and Rhythm Lesson 2: Notations Lesson 3: Notations Lesson 4: Music Explorer Lesson 5: Compose Lesson 6: Compose & Perform</p>	
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
			<ul style="list-style-type: none"> • Mutual Respect • Equality and Diversity