

**Year 1**

**Autumn**

**Spring**

**Summer**

**Animals, including Humans**

*National curriculum objectives*

*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*

- Know and name the parts of the human body that can be seen
- Draw and label the parts of the human body that can be seen
- Match a sense to the part of the body it is associated with.
- To understand what each sense is used for

**Key Vocab**

Human, Body, Legs, Knees, Arms, Elbows, Hands, Head, Back, Eyes, Ears, Nose, Mouth, Feet, Neck, Shoulders, Ankles, Tongue, See, Hear, Touch, Feel, Taste, **Sight, Wrists**

**TAPS PLAN LINKS**

Animals inc Humans: Body Parts



**Seasonal changes**

*National curriculum objectives*

*Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.*

- Know the name of the season and the type of weather in that season
- Know what weather is associated with Autumn/Winter
- Talk about how features of the environment change from Summer to Autumn

**Animals, including Humans**

*National curriculum objectives*

*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores and describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)*

- Classify a range of animals by the above groups.
- Classify animals by what they eat as above
- Sort living and non living things

**Key Vocab**

**Herbivore, Carnivore, Omnivore, Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each), Wings, Scales, Tail, Beak, Fur, Feathers**

**TAPS PLAN LINKS**

Animals inc Humans: Animal classification



**Everyday materials**

*National curriculum objectives*

*Distinguish between an object and the material from which it is made*

*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.*

- Know that an object is made from a material
- Match an object to each everyday material e.g. wood, plastic, glass, metal, water and rock
- Compare and group objects by the material they are made from

**Plants**

*National curriculum objectives*

*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.*

- Understand what is meant by wild and garden plants
- Understand the meaning of deciduous and evergreen
- Know and name some common wild and garden plants
- Know and name some common deciduous and evergreen trees
- Know and name the petals, leaves, stem and roots of a plant
- Know and name roots, trunk and branches of a tree

**Key Vocab**

**Leaves, Flowers, Petals, Fruit, Seeds, Tree, Roots, Bulb, Trunk, Stem, Branches, Deciduous, Evergreen, Blossom, Oak, Holly, Willow, Birch, Chestnut, Conker, Daisy, Buttercup, Rose, Daffodil**

**TAPS PLAN LINKS**

Plants: structure leaf look



**Seasonal changes**

*National curriculum objectives*

*Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.*

- Know the name of the season and the type of weather in that season

- Talk about how features of the environment change from Autumn to Winter
- Know how to dress appropriately for Autumn/Winter weather

Key Vocab

Season, Autumn, Winter, Spring, Summer, Warm, Hot, Moon, Night, Light, Dark, Cold, Day, Daylight, Sunlight, Change, Frosty, Snowy, Dewy, Rain, Growth, New life

TAPS PLAN LINKS  
Seasons: Seasonal Change



- Describe the properties of the everyday materials (above)

Key Vocab

Metal, Stone, Rock, Hard, Soft, Bendy, Water, Stiff, Fabric, Brick, Rough, Smooth

TAPS PLAN LINKS

Materials: reflection test

Materials: transparency



Materials: floating and sinking



Materials: Bridge testers



- Know what weather is associated with Spring/Summer
- Talk about how features of the environment change from Winter to Spring
- Talk about how features of the environment change from Spring to Summer
- Know how to dress appropriately for Spring/Summer weather

Key Vocab

Season Spring, Summer, Warm, Hot, Rain, Growth, New life

TAPS PLAN LINKS  
Seasons: Seasonal Change



**Aut1 Unit 1.1 – Online safety**

*Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*

- I can keep my login information safe
- I can save my work in a safe place such as 'My Work' folder.

**Vocabulary**

**(Avatar, Log in, Log out, My work area, Password, Private)**

**Aut 2 Unit 1.2 – Grouping and sorting (maths link)**

*Use technology purposefully to create, organise, store, manipulate and retrieve digital content*

- I can sort sound, pictures and text.
- can name my work
- I can save my work.
- I can find my work.

**Vocabulary**

**(Groups, sort)**

**Unit 1.3 – Pictograms (maths link)**

*Use logical reasoning to predict the behaviour of simple programs*

- I can change content on a file such as text, sound and images.
- can name my work
- I can save my work.
- I can find my work.

**Vocabulary**

**(Data, pictogram, title, total)**

**Spr1 Online Safety 1.1 quiz only****Unit 1.4 – Lego Builders****Vocabulary**

**(Algorithm, Code, Instructions, Debug)**

**Unit 1.5 – Maze Explorers**

*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.*

*To create and debug simple programs*

- I can explain that an algorithm is a set of instructions.
- I know that a computer program turns an algorithm into code that the computer can understand.
- I can work out what is wrong when the steps are out of order in instructions.
- I can make good guesses of what is going to happen in a program. For example, where the turtle might go.

**Vocabulary**

**(Algorithm, direction, command, route, right and left)**

**Sp2 Unit 1.7 – Coding**

*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.*

*To create and debug simple programs*

- I know that a computer program turns an algorithm into code that the computer can understand.
- I can say that if something does not work how it should it is because my code is incorrect.
- I can try and fix my code if it isn't working properly
- I can make good guesses of what is going to happen in a program. For example, where the turtle might go.
- I can change content on a file such as text, sound and images.
- can name my work
- I can save my work.
- I can find my work.

**Vocabulary**

**(Algorithm, Code, Code Blocks, Command, Action, Debug, Instructions)**

**Sum 1 Online Safety 1.1 quiz only****Unit 1.6 – Animated Stories (additional Unit – Literacy link)**

- I can add sound, pictures and text to a program such as 2Create a Story.
- I can change content on a file such as text, sound and images.
- can name my work
- I can save my work.
- I can find my work.

**Vocabulary**

**(Animation, Background, Category)**

**Sum 2 1.9 – Tech outside of school**

*To recognise common uses of information technology beyond school*

- I can say what technology is.
- I can say what examples of technology are in school.
- I can say what examples of technology are at home.
- I know that a chair uses old technology and a smart phone uses new technology.

**Vocabulary**

**(Computer, technology)**

**1.8 – Spreadsheets**

- I can change content on a file such as text, sound and images.
- can name my work
- I can save my work.
- I can find my work.

**Vocabulary**

**(Button, Column, Cell, Data, Row)**

Geog	<p><b>Autumn</b>  <u>Locational and Place Knowledge – Local Area (Walkden)</u>  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> <li>• Know the main difference between a city and countryside</li> <li>• To know we live in the city of Salford</li> <li>• To have an awareness of their address, including their postcode</li> <li>• To know our school as an aerial map</li> <li>• To know London is the capital city</li> <li>• Know the names of the 4 countries that make up the UK (England Scotland, Wales, and Northern Ireland)</li> </ul> <p><u>Key Vocab</u></p> <ul style="list-style-type: none"> <li>• City</li> <li>• Countryside</li> <li>• Country</li> <li>• United Kingdom (England, Scotland, Northern Ireland, Wales)</li> <li>• Salford/Manchester</li> <li>• Address</li> <li>• Map</li> <li>• London</li> <li>•</li> </ul>	<p><b>Spring</b>  <u>Human and Physical Geography – The Seasons</u>  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> <li>• Know which is the hottest and coldest season in the UK</li> <li>• Know the names of the 4 seasons</li> <li>• Recognise the main weather symbols</li> <li>• Know what the equator is</li> <li>• To know that the hotter countries are located nearest the equator and know the coldest countries are located towards the North and South Pole</li> <li>• To locate the North and South Pole</li> </ul> <p><u>Key Vocab</u></p> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Weather</li> <li>• Seasons</li> <li>• Equator</li> <li>• North Pole</li> <li>• South Pole</li> <li>• Mountain</li> <li>• River</li> <li>• Highest</li> <li>• Longest</li> </ul>	<p><b>Summer</b>  <u>Place Knowledge – Africa</u>  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> <li>• Know features of hotter and colder places in the world</li> <li>• Have an awareness of the 7 continents and 5 oceans of the world</li> <li>• To locate Africa</li> <li>• To compare the difference between an African village and their home town</li> <li>• To understand the culture and how people live in an African village, and how this compares to their own life</li> <li>• <a href="#">SDG 1 &amp; 4 – to understand what is meant by the terms No poverty and quality education and how we can help with this both here in the UK and in a contrasting country</a></li> </ul> <p><u>Key Vocab</u></p> <ul style="list-style-type: none"> <li>• Continent</li> <li>• Ocean</li> <li>• Natural</li> <li>• Africa</li> <li>• Farm</li> <li>• Salford/Manchester</li> <li>• Village</li> <li>• City</li> </ul>

Hist	<p><u>Toys of the past.</u></p> <p><i>National curriculum objectives</i>  <i>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</i>  <i>events beyond living memory that are significant nationally or globally</i></p> <ul style="list-style-type: none"> <li>● Know the toys their grandparents played with were different to their own.</li> <li>● Know what a number of older objects were used for.</li> <li>● Know the main differences between their school days and their grandparents</li> <li>● Be able to talk about Bonfire night/poppy day</li> </ul> <p>Key vocab</p> <ul style="list-style-type: none"> <li>● Electronic</li> <li>● Handmade</li> <li>● Past</li> <li>● Present</li> <li>● Materials</li> </ul>	<p><u>Significant people in our area – Lowry and Queen Elizabeth II</u></p> <p><i>National curriculum objectives</i>  <i>significant historical events, people and places in their own locality</i></p> <p><i>National curriculum objectives</i>  <i>the lives of significant individuals in the past who have contributed to national and international achievements</i></p> <ul style="list-style-type: none"> <li>● Know who LS Lowry was and what he was famous for</li> <li>● Know why Lowry is important in Salford</li> <li>● Know who Queen Elizabeth II was</li> <li>● Know that Queen Elizabeth II is the longest reigning monarch in the United Kingdom</li> </ul> <p>Key vocab</p> <ul style="list-style-type: none"> <li>● Artist</li> <li>● Salford</li> <li>● Royal</li> <li>● Monarch</li> <li>● Queen</li> <li>● King Charles III</li> <li>● Charity</li> <li>●</li> </ul>	<p><u>The First Aeroplane Flight – The Wright Brothers</u></p> <p><i>National curriculum objectives</i>  <i>events beyond living memory that are significant nationally or globally</i></p> <ul style="list-style-type: none"> <li>● Know who the Wright brothers were</li> <li>● Know what the Wright brothers famous for</li> <li>● Know when the first flight was</li> <li>● Know the difference between aircrafts past and present.</li> <li>● Know what Amelia Earhart was famous for</li> </ul> <ul style="list-style-type: none"> <li>● Key Vocab</li> <li>● Inventor</li> <li>● Invention</li> <li>● Pilot</li> <li>● Flight</li> <li>● Aeroplane</li> <li>● Transport</li> <li>● Aviation</li> <li>●</li> </ul>
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<p><b>Make a Gingerbread Man</b> National curriculum objectives</p> <p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> Explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>-Design simple products that work and look appealing based on a design criteria -Generate, develop, model and discuss their ideas through talking and drawing.  -Use a range of materials and components -Use a range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish  -Explore existing products e.g. home, school -Discuss own ideas and designs</p> <p><b>Making a toy with a simple mechanism</b> National curriculum objectives</p> <p><b>Design</b></p>	<p><b>Puppets</b> National curriculum objectives</p> <p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>-Design simple products that work and look appealing based on a design criteria  -Generate, develop, model and discuss their ideas through talking and drawing.  -Use a range of materials and components  -Use a range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish  -Explore existing products e.g. home, school  -Discuss own ideas and designs</p>	<p><b>Smoothies</b> National curriculum objectives</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>-Begin to understand where food comes from  -Prepare simple dishes using knowledge of healthy food  -Use a range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish  -Discuss own ideas and designs</p>
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*design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*

**Make**

*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*

**Evaluate**

*Explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products*

- Start to build structures, exploring ways to stiffen, stable and strengthen
- Explore simple mechanisms e.g. levers and sliders
- Design simple products that work and look appealing based on a design criteria
- Use a range of materials and components
- Use a range of tools and equipment to perform practical tasks e.g. cut, shape, join and finish
- Generate, develop, model and discuss their ideas through talking and drawing.
- Explore existing products e.g. home, school
- Discuss own ideas and designs



Art		<p><u>Lowry</u>  <i>NC- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>  <i>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i></p> <p>Know how to use pencils to create lines of different thickness and length in drawings.</p> <p>Talk about the work of an artist and designer using artistic vocabulary.</p> <p>Discuss their own and other's work.</p> <p>Ask questions about a piece of art.</p> <p>Describe the differences and similarities between different pieces of art and make links to their own.</p>	<p><u>Picasso</u>  <i>NC- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>  <i>To use a range of materials creatively to design and make products</i>  <i>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i></p> <p>Know how to use IT to create a picture.</p> <p>Know how to show how people feel in paintings and drawings          Know how to create a repeating pattern in print.</p> <p>Know how to use pencils to create lines of different thickness and length in drawings.</p> <p>Talk about the work of an artist and designer using artistic vocabulary.</p> <p>Discuss their own and other's work.</p> <p>Ask questions about a piece of art.</p> <p>Describe the differences and similarities between different pieces of art and make links to their own.</p> <p><u>Kandinski</u>  <i>NC- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>  <i>- to use a range of materials creatively to design and make products</i>  <i>- about the work of a range of artists, craft makers and designers, describing the differences and similarities</i></p>
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			<p><i>between different practices and disciplines, and making links to their own work</i></p> <p>Know the names of primary colours and mix them to make secondary colours.</p> <p>In collage, sort and use a range of materials that are cut, torn and glued.</p> <p>Join materials using glue</p> <p>Know how to use pencils to create lines of different thickness and length in drawings.</p> <p>Talk about the work of an artist and designer using artistic vocabulary.</p> <p>Discuss their own and other's work.</p> <p>Ask questions about a piece of art.</p> <p>Describe the differences and similarities between different pieces of art and make links to their own.</p>
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P.E	<p><b><u>Gymnastics</u></b>          Make body tense, relaxed, curled and stretched, showing some tension.          Begin to work on alone/with someone to make a sequence of shapes/travels creating a 2 step sequence.          Climb safely, showing some shapes and balances when climbing.          Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled positions e.g. 'log' and 'egg rolls' Jump and land safely.          Learning how to travel in different ways combining floor movements and movements on simple apparatus.          Shows some basic balancing skills when on the floor and the equipment.          Is beginning to learn how to balance with partner.</p> <p><b><u>Dance</u></b>          Copy dance moves.          Make up a short dance, after watching one.          Dance imaginatively.          Change rhythm, speed, level and direction.          Beginning to link movements to sounds and music.          Beginning to understand that dance moves and music can represent various feelings and moods.          Beginning to express and communicate their ideas and some feelings.          Copies dance patterns to music from different times and cultures.</p>	<p><b><u>Striking and Fielding</u></b>          Show some different ways of hitting, throwing and striking a ball.          Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).          Play as a fielder and get the ball back to a STOP ZONE.          Begin to follow some simple rules (carrying the bat, not over taking someone).</p> <p><b><u>Football</u></b>          Begin to dribble a ball making small touches.          Begin to send a football to someone on team.          Keep a ball under control.          Beginning to develop some hand-eye coordination, control and technique when participating in football games.          Receives a ball with basic control          Know where space is and try to move into it.          Begin to know some of the basic rules of a small sided game.</p>	<p><b><u>Athletics</u></b>          Use varying speeds when running. Explore footwork patterns.          Explore arm mobility.          Explore different methods of throwing. Practise short distance running.</p>
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RHE	<p><b>Autumn 1- RELATIONSHIPS</b>          Ourselves and others; similarities and differences; individuality; our bodies          What is the same and different about us?</p> <p><b>Pupils learn</b></p> <ul style="list-style-type: none"> <li>• What they like/dislike and are good at</li> <li>• What makes them special and how everyone has different strengths</li> <li>• How their personal features or qualities are unique to them</li> <li>• How they are similar or different to others, and what they have in common</li> <li>• To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul> <p><b>Autumn 2- RELATIONSHIPS</b>          Ourselves and others; people who care for us; groups we belong to; families          Who is special to us?</p> <ul style="list-style-type: none"> <li>• That family is one of the groups they belong to, as well as, for example, school friends, clubs</li> <li>• About the different people in their family/those that love and care for them</li> <li>• What their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• How families are all different but share common features- what is the same and different about them</li> <li>• About different features of family life, including what families do/enjoy together</li> <li>• That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><b>Spring 1- HEALTH AND WELLBEING</b>          Being healthy; hygiene; medicines; people who help us with health          What help us stay healthy?</p> <p><b>Pupils learn</b></p> <ul style="list-style-type: none"> <li>• What being healthy means and who helps help them to stay healthy (eg; parent, doctor, dentist)</li> <li>• That things people put into or onto their bodies can affect how they feel</li> <li>• How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• Why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• What they can do to take care of themselves on a daily basis, eg; brushing teeth and hair, hand washing</li> </ul> <p><b>Spring 2- LIVING IN THE WIDER WORLD</b>          Money; making choices; needs and wants          -What can we do with money?</p> <p><b>Pupils learn</b></p> <ul style="list-style-type: none"> <li>• What money is- that money comes in different forms</li> <li>• How money is obtained (eg earned, won, borrowed, presents)</li> <li>• How people make choices about what to do with money, including spending and saving</li> <li>• The difference between needs and wants- that people may not always be able to have the things they want</li> <li>• How to keep money safe and the different ways of doing this</li> </ul>	<p><b>Summer 1- HEALTH AND WELL BEING</b>          Keeping safe; people who help us          Who helps to keep us safe?</p> <p><b>Pupils learn</b></p> <ul style="list-style-type: none"> <li>• That people have different roles in the community to help them (and others) keep safe- the jobs they do and how they help people</li> <li>• Who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</li> <li>• How to respond safely to adults they don’t know</li> <li>• What to do if they feel unsafe or worried for themselves or others, and the importance of keeping on asking for support until they are heard</li> <li>• How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> <p><b>Summer 2- LIVING IN THE WIDER WORLD</b>          Ourselves and others; the world around us; caring for others; growing and changing          -How can we look after each other and the world?</p> <p><b>Pupils learn</b></p> <ul style="list-style-type: none"> <li>• How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• The responsibilities they have in and out of the classroom</li> <li>• How people and animals need to be looked after and cared for</li> <li>• What can harm the local and global environment; how they and others can help care for it</li> <li>• How people grow and change and how people’s needs change as they grow from young to old</li> <li>• How to manage change when moving to a new class/year group</li> </ul>
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Music	Charanga Unit of work: Hey you!	Charanga Unit of work: Rhythm in the Way We Walk and Banana Rap/ Christmas Concert (Biannual)	Charanga Unit of work: In the Groove	Charanga Unit of work: Round and Round	Charanga Unit of work: Your Imagination	Charanga Unit of work: Reflect, Rewind and Replay
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Understanding Christianity unit Creation KS1

- Retell the story of creation from Genesis 1:1-2:3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

1.1. Who is a Christian and what do they believe? Believing

Talk about some simple ideas about Christian beliefs about God and Jesus (A1).

- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Ask some questions about believing in God and offer some ideas of their own (C1).

Key Vocabulary

- Christianity
- God
- Jesus
- Christian
- Believe
- Bible
- Christmas

1.3 Who is Jewish and what do they believe? Believing

- Talk about how the mezuzah in the home reminds Jewish people about God (A3).
- Ask good questions about how Jewish artefacts are used and their meaning (B1)
- Talk about how Shabbat is a special day of the week for Jewish people (B1)
- Give some examples of what Jewish people might do to celebrate Shabbat (B1).
- Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2)

Key Vocabulary

- Judaism
- Jewish
- Shabbat
- celebrate
- festival
- Chanukah
- Mezuzah
- Star of David
- Seder plate
- Challah
- Matzah cover
- kosher

1.7 What does it mean to belong to a faith community? (Christianity and Judaism) Living

- Recognise symbols of belonging from their own experience (A3)
- Recognise symbols of belonging for Christians (A3)
- Recognise symbols of belonging for Jews or Muslims (A3) Think about why symbols of belonging matter to believers (A3)
- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).
- Identify two ways people show they belong to each other when they get married (A1).
- Respond to examples of cooperation between different people (C2)

1.5 What makes some places sacred? Expressing

- Say why places of worship are important to the local reasons for your answers
- Identify objects in a church used and what they mean to believers.
- Identify objects in a mosque and say how they are used and what they mean to believers
- Identify objects in a synagogue and say how they are used and what they mean to believers
- Talk about an object that is used in worship, saying how it shows what people believe
- Ask appropriate and respectful questions of believers

Key Vocabulary

- safe
- sacred
- church
- synagogue
- holy
- altar
- cross
- Torah scroll
- Bimah
- Tallit
- Kippah

Key Vocabulary

- Symbol
- Belonging
- Togetherness
- Special
- Community
- Welcome
- Baptism
- Wedding
- Marriage

Incorporate Easter

*Celebrate John Wesley Day on 24th May – Methodism*

