

Year 1

Topic Title	How Can I Help You?	Let's Explore	Wish You Were Here!
Term/Year	Autumn	Spring	Summer
Events/Visits	Grantham Museum - Edith Smith Exhibition Visitors to school - NHS, Fire, Police etc. Partake theatre - GFoL?	National Space Centre	Skegness / Natureland
Literacy Genres	Non-Fiction (Labels, lists and captions), Narrative, Instructions, Poetry (Senses), Recount (diary entry), Non fiction (letter writing).	Narrative (Traditional tales & stories about fantasy worlds), Recount (visit to Space Centre), Information Texts (fact file), Poetry,	Recount (Biography-Grace Darling), Narrative, Non-Chronological report, Poetry.
Y1 Texts	Fiction: The Colour Monster, Paddington, Paddington at the Zoo, The Jolly Postman, Dear Santa, Vlad and the Great Fire of London. Non-Fiction: Information books about the Senses, Recipes, Guy Fawkes & the Gunpowder plot, Letters,	Fiction: Little Red Riding Hood, Jack and the Beanstalk, Man on the Moon, The Darkest Dark, Where the Wild things are, Lost and Found, Non-Fiction: Space & Moon Landing (Neil Armstrong biography), Polar Explorers.	Fiction: The lighthouse Keepers lunch, The Storm Whale, The Rainbow Fish, Non-Fiction: Under the sea, Grace Darling. WCR Fiction - Not Quite Narwhal, Not Now Bernard, Fairy Tale Pets, Jampires.
	<p>All terms Reading - word reading Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words 2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 5. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 6. Read other words of more than one syllable that contain taught GPCs 7. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 8. Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 9. Reread these books to build up their fluency and confidence in word reading 		

			<p>Vocab <i>discussing word meanings, linking new meanings to those already known</i> <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></p> <ul style="list-style-type: none">• Demonstrate understanding of key words and their meaning, to support comprehension• Identify vocabulary used as labelled diagrams/ images• Use increasing spelling pattern knowledge to support understanding of new words based on known morphemes <p>Inference <i>making inferences on the basis of what is being said and done</i></p> <ul style="list-style-type: none">• Make simple inferences based on text listened to• Make simple inferences drawn from images <p>Prediction <i>predicting what might happen on the basis of what has been read so far</i></p> <ul style="list-style-type: none">• Construct predictions based on own knowledge• Make predictions using the images in the text• Make simple predictions based on stories read independently/ read to <p>Explain <i>discussing the significance of the title and events</i></p> <ul style="list-style-type: none">• Form preferences such as favourite characters, likes, dislikes• Identify key events in the story or information <p>Retrieval <i>checking that the text makes sense to them</i> <i>explain clearly their understanding of what is read to them</i></p> <ul style="list-style-type: none">• Verbally demonstrate literal understanding from information on individual page read/ read to• Identify book title <p>Sequence <i>recognising and joining in with predictable phrases</i></p> <ul style="list-style-type: none">• Sequence pictures from known stories• Orally retell stories with images from the texts used• Sequence simple beginning, middle end of stories
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<p>Science</p>	<p>W1: Ask simple questions.</p> <p>W2: Observe closely, using simple equipment.</p> <p>W3: Perform simple tests.</p> <p>W4: Identify and classify.</p> <p>W5: Use observations and ideas to suggest answers to questions.</p> <p>W6: Gather and record data to help in answering questions.</p> <p><u>Understand Animals Including Humans</u> B8: Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Investigate Light and Seeing</u> P2: Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</p> <p><u>Investigate Sound and Hearing</u> P3: Observe and name a variety of sources of sound, noticing that we hear with our ears.</p> <p><u>Materials</u> C1: Distinguish between an object and the material from which it is made.</p> <p>C2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>C3: Describe the simple physical properties of a variety of everyday materials.</p> <p>C4: Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>W1: Ask simple questions.</p> <p>W2: Observe closely, using simple equipment.</p> <p>W3: Perform simple tests.</p> <p>W4: Identify and classify.</p> <p>W5: Use observations and ideas to suggest answers to questions.</p> <p>W6: Gather and record data to help in answering questions.</p> <p><u>Understand Plants</u> B1: Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>B2: Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p><u>Understand Animals Including Humans</u> B5: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>B6: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>B7: Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>B8: Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Investigate Sound and Hearing</u> P3: Observe and name a variety of sources of sound, noticing that we hear with our ears.</p>	<p>W1: Ask simple questions.</p> <p>W2: Observe closely, using simple equipment.</p> <p>W3: Perform simple tests.</p> <p>W4: Identify and classify.</p> <p>W5: Use observations and ideas to suggest answers to questions.</p> <p>W6: Gather and record data to help in answering questions.</p> <p><u>Understand Plants</u> B1: Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>B2: Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p><u>Understand Animals Including Humans</u> B5: Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>B6: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>B7: Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p><u>Investigate Light and Seeing</u> P2: Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</p>
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Computing	<p><u>Year 1</u> E-safety; C27: Understand online risks and the age rules for sites.</p> <p>C26 Participate in class social media accounts</p> <p>Programming; C19; Control motion by specifying the number of steps to travel, direction and turns.</p> <p>C24; Specify the nature of events (such as a single event or a loop)</p>	<p><u>Year 1</u> Communicate; C27: Understand online risks and the age rules for sites.</p> <p>C28; Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>C29 Understand a simple database.</p> <p>Data;</p>	<p><u>Year 1</u> Stop Motion Animation;</p>
Geog	<p><u>London (Great Fire of London) / Grantham (police)</u> CQ The United Kingdom The United Kingdom: England England: London</p> <p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p><u>Polar Explorers hot cold areas/ Space Explorers - Maps from Space/ Oceans and continents</u> Continents and Oceans The Arctic Ocean The Pacific Ocean The Indian Ocean The Southern Ocean Climate Weather</p> <p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p><u>Holidays /Capital Cities in UK/ Oceans and Continents</u> CQ Geography Mapping the World England: London Scotland: Edinburgh Wales: Cardiff Northern Ireland: Belfast</p> <p>Investigate places G1: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>

	<p>G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>G6: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Investigate patterns G10: Identify land use around the school.</p>	<p>G2: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>G4: Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>G7: Name and locate the world's continents and oceans.</p> <p>Investigate patterns G9: 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> <p>G10: Identify land use around the school.</p> <p>Communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>G12: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>G13: Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>G3: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>G5: Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>G6: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>G7: Name and locate the world's continents and oceans.</p> <p>Investigate patterns G9: 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> <p>Communicate geographically G11: Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>G12: Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>G14: Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>
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<p>Hist</p>	<p>Edith Smith / Florence Nightingale / History of the Fire Brigade CQ History Florence Nightingale The Great Fire of London The Gunpowder Plot- link to Literacy</p> <p>Investigate and interpret the past H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>Build an overview of world history H5: Describe historical events.</p> <p>H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>Understand chronology H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H9: Recount changes that have occurred in their own lives.</p> <p>H10: Use dates where appropriate.</p> <p>Communicate historically H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Michael Foale / Neil Armstrong / Moon Landings CQ History Neil Armstrong The Moon Landing</p> <p>Investigate and interpret the past 1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>Build an overview of world history H5: Describe historical events.</p> <p>H6: Describe significant people from the past.</p> <p>Understand chronology H10: Use dates where appropriate.</p> <p>Communicate historically H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Seasides then and Now / Grace Darling CQ History Grace Darling</p> <p>Investigate and interpret the past H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>Build an overview of world history H5: Describe historical events.</p> <p>H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>Understand chronology H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H10: Use dates where appropriate.</p> <p>Communicate historically H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p>
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Art	<p><u>Drawing & Mark Making</u> A1: Respond to ideas and starting points A3: Explore different methods and materials as ideas develop A14: Draw lines of different sizes and thickness. A15: Colour (own work) neatly following the lines. A16: Show pattern and texture by adding dots and lines. A17: Show different tones by using coloured pencils.</p>	<p><u>Digital Media (ICT Images)</u> A21: Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> <p><u>Painting - Kandinsky</u> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A4: Use thick and thin brushes. A5: Mix primary colours to make secondary. A6: Add white to colours to make tints and black to colours to make tones. A7: Create colour wheels. A26: Describe the work of notable artists, artisans and designers.</p>	<p><u>Sculpture - Let's sculpt!</u> <u>(Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild)</u> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A11: Use a combination of shapes. Include lines and texture. A12: Use rolled up paper, straws, paper, card and clay as materials. A13: Use techniques such as rolling, cutting, moulding and carving.</p>	<p><u>CQ Weather</u> <u>CQ Weather - Artist's spotlight - JMW Turner</u></p> <p><u>Printing -</u> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A18: Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). A19: Use objects to create prints (e.g. fruit, vegetables or sponges). A20: Press, roll, rub and stamp to make prints.</p>	<p><u>Textiles</u> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A22: Use weaving to create a pattern. A23: Join materials using glue and/or a stitch. A24: Use plaiting. A25: Use dip dye techniques.</p> <p><u>CQ At the Seaside</u> <u>CQ At the Seaside - Artist's spotlight - Claude Monet</u></p> <p><u>Collage - Beach materials</u> A1: Respond to ideas and starting points A2: Explore ideas and collect visual information A3: Explore different methods and materials as ideas develop A8: Use a combination of materials that are cut, torn and glued. A9: Sort and arrange materials. A10: Mix materials to create texture.</p>

		A27: Use some of the ideas of artists studied to create pieces.	A26: Describe the work of notable artists, artisans and designers. A27: Use some of the ideas of artists studied to create pieces.		
DT	<p><u>Mechanisms – Sliders and Levers</u> DT4: Cut materials safely using tools provided. DT6: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). DT7: Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). DT15: Design products that have a clear purpose and an intended user. DT16: Make products, refining the design as work progresses. DT18: Explore objects and designs to identify likes and dislikes of the designs. DT19: Suggest improvements to existing designs. DT20: Explore how products have been created.</p>	<p><u>Structures – Freestanding structures</u> DT4: Cut materials safely using tools provided. DT5: Measure and mark out to the nearest centimetre. DT6: Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). DT7: Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). DT13: Use materials to practise drilling, screwing, <i>gluing</i> and nailing materials to make and strengthen products. DT15: Design products that have a clear purpose and an intended user. DT16: Make products, refining the design as work progresses. DT18: Explore objects and designs to identify likes and dislikes of the designs. DT19: Suggest improvements to existing designs. DT20: Explore how products have been created.</p>	<p><u>Food – Preparing fruit and vegetables</u> DT1: Cut, peel or grate ingredients safely and hygienically. DT2: Measure or weigh using measuring cups or electronic scales. DT3: Assemble or cook ingredients. DT15: Design products that have a clear purpose and an intended user. DT16: Make products, refining the design as work progresses. DT18: Explore objects and designs to identify likes and dislikes of the designs. DT19: Suggest improvements to existing designs. DT20: Explore how products have been created.</p>		
Music	<p><u>Charanga</u> Hey You (Old School Hip-Hop), Rhythm in the way we walk and Banana Rap (Reggae) M1: Take part in singing, accurately following the melody. M2: Follow instructions on how and when to sing or play an instrument. M3: Make and control long and short sounds, using voice and instruments. M4: Imitate changes in pitch. M5: Create a sequence of long and short sounds. M6: Clap rhythms. M7: Create a mixture of different sounds (long and short, loud and quiet, high and low). M8: Choose sounds to create an effect. M9: Sequence sounds to create an overall effect. M10: Create short, musical patterns.</p>	<p><u>Charanga</u> In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk.), Round and Round (Bossa Nova) M1: Take part in singing, accurately following the melody. M2: Follow instructions on how and when to sing or play an instrument. M3: Make and control long and short sounds, using voice and instruments. M4: Imitate changes in pitch. M5: Create a sequence of long and short sounds. M6: Clap rhythms. M7: Create a mixture of different sounds (long and short, loud and quiet, high and low). M8: Choose sounds to create an effect. M9: Sequence sounds to create an overall effect.</p>	<p><u>Charanga</u> Your Imagination (Pop), Reflect, rewind and replay (Classical) M1: Take part in singing, accurately following the melody. M2: Follow instructions on how and when to sing or play an instrument. M3: Make and control long and short sounds, using voice and instruments. M4: Imitate changes in pitch. M5: Create a sequence of long and short sounds. M6: Clap rhythms. M7: Create a mixture of different sounds (long and short, loud and quiet, high and low). M8: Choose sounds to create an effect. M9: Sequence sounds to create an overall effect. M10: Create short, musical patterns.</p>		

	<p>M11: Create short, rhythmic phrases. M12: Use symbols to represent a composition and use them to help with a performance. M13: Identify the beat of a tune. M14: Recognise changes in timbre, dynamics and pitch</p>		<p>M10: Create short, musical patterns. M11: Create short, rhythmic phrases. M12: Use symbols to represent a composition and use them to help with a performance. M13: Identify the beat of a tune. M14: Recognise changes in timbre, dynamics and pitch</p>		<p>M11: Create short, rhythmic phrases. M12: Use symbols to represent a composition and use them to help with a performance. M13: Identify the beat of a tune. M14: Recognise changes in timbre, dynamics and pitch</p>	
	RE	RE	RE	RE	RE	RE
RE	<p>Y1 - Compulsory God (Christianity)</p> <p>B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>Y1 - Compulsory Community (Christianity)</p> <p>B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.). L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home</p>	<p>Y1 - Compulsory God (Islam)</p> <p>B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>Y1 - Compulsory Community (Islam)</p> <p>B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.). L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them.</p>	<p>Y1 - Places of Worship</p> <p>B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual</p>	<p>Y1 - Places of Worship</p> <p>B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.). L4a Be able to describe at least two ways in which people</p>

		<p>or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p>		<p>T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>believer (e.g. prayer, diet, etc.).</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T2 Be able to make connections between using their senses and what they know about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>express/practise their beliefs as a community e.g. festivals.</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T2 Be able to make connections between using their senses and what they know about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p>
Jigsaw PSHE	<p>Being Me in my World Special and Safe, My Class, Rights and Responsibilities, Rewards, Consequences, Learning Charters</p>	<p>Celebrating Difference Recognising similarities and differences, Bullying, Celebrating differences.</p>	<p>Dreams and Goals Use reasons to support personal opinions about religions/beliefs. Setting goals, achieving together, stretching learning, overcoming obstacles, celebrating success.</p>	<p>Healthy Me Being healthy, healthy choices, clean and healthy, medicine safety, road safety, Happy, healthy me!</p>	<p>Relationships Families, making friends, greetings, people who help us, Being my own best friend, Celebrating special relationships.</p>	<p>Changing Me Life cycles, changing me, my changing body, Boys and girls bodies, Learning and growing, Coping with changes.</p>