

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"				
Our Learning Challenge				What was it like for people in Ancient and Early civilisations?
Year	4	Term	Autumn	<p>Our Vision and values</p> <p>I will be proud of all that I do and treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		Pop up museum- Egyptian Interactive Gallery	British Values	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> • Encouraging children to make decisions together. • Providing opportunities for children to vote between choices of activity. • Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> • Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. • Encouraging children to develop a positive sense of themselves. • Provide activities for all children to engage in and actively challenge gender specific tasks and activities. <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> • By working together to create group rules. • By understanding their own and others' behaviour and feelings and the consequence of these. • Encouraging and supporting children to learn how to distinguish right from wrong. <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> • Encouraging children to learn about the world around them - both locally and further afield. • Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
Look at real Egypt museum online tour in imagination room	Visit the Birmingham Museum and Art Gallery (Egypt Gallery) Write a blog to 'sell' the pop-up museum event Make 3D models, e.g. pyramids and mummy cases Design a travel guide to encourage people to visit Egypt today Write and produce an advert for a new Egyptian themed product, e.g. Sandy Sandels, Camel Cola; film the advert Learn your times tables (all year) Learn to ride a bike Learn to swim	<u>Being in my World</u> (see individual year group for differentiated planning) Help others to feel welcome Try to make the school community a better place Think about everyone's right to learn Care about other people's feelings Work well with others Choose to follow the learning charter Outcome - class scroll <u>Celebrating Difference</u> Tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are Outcome - Picture frames for Egyptian wall art
Steps to Achieving Learning Challenge		
Sub question	Subject Focus (from mapping)	Content / Activities CHANGE TO FIT SKILLS
<u>What does ancient civilisation mean?</u> <ul style="list-style-type: none"> • What is an ancient civilisation? • What makes it a civilisation? • What would you like to find out about ancient civilisation? • How can we determine civilisation before and after? (timelines) • What was the key event for the Egyptians? • Who would you like to be and why? • What evidence did they leave behind? Which sources did they use and why? 	<p style="text-align: center;">History</p>	<p style="text-align: center;">KWL grid and Mind map ideas Timeline Explain what a museum is How is a museum used Birmingham Museum trip 5th November 2017</p>
<u>Where in the world are ancient civilisations?</u> <ul style="list-style-type: none"> • What sources can we use to find out where the ancient civilisations are? • What are the similarities and differences between these 	<p style="text-align: center;">Geography ICT</p>	<p style="text-align: center;">Locate places on maps Compare and contrast climate/ locations Internet research (including for reports)</p>

countries? <ul style="list-style-type: none"> What was the era of the ancient civilisations? 		
<u>What languages did the ancient civilisation speak and how do we know?</u>	Languages	How did the Egyptians communicate? Research where language came from - Rosette stone Record messages/labels for our museum
<u>What was the importance of music in ancient civilisation times?</u> <ul style="list-style-type: none"> How can we use music to enhance our museum? How did ancient civilisations create music? 	Music	Listen to ancient Egyptian music Think about how the music was created - instruments, recording Create a piece of music for our museum
<u>What was the importance of art in ancient civilisation times?</u> <ul style="list-style-type: none"> Did our ancient civilisation use art? How can we use art to enhance our museum? What can we make for our museum as a secondary source? 	Art and design	Look at ancient art - Egyptians How was the art work created? What tools, colours and materials were used? Sketch/ paint Egyptian art portraits for our museum Plan an artefact for our museum Think about the materials needed Design and make an artefact Evaluate the effectiveness of our artefact through peer and self-assessment
<u>How can we use a blog to promote our museum?</u> <ul style="list-style-type: none"> What is a blog? How can we learn from a blog? How can we use a blog for our museum? How can we use media to develop our museum? (TV news reporters. Videos. Games) What is copyright? What e-safety should we be aware of? Plan and evaluate your blog (explore present artefacts) 	ICT	Evaluate existing blogs Explain the usefulness of a blog Create ideas for our own blog Design a blog for our museum Evaluate the effectiveness of our blog
Relationship to Core Subjects		
English Skills		Maths Skills
<u>To read words accurately</u> <ul style="list-style-type: none"> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). Read further exception words, noting the spellings. 	<u>To write with purpose</u> <ul style="list-style-type: none"> Use the main features of a type of writing (identified in reading). Use techniques used by authors to create characters and settings. Compose and rehearse sentences orally. 	<u>Number - place value</u> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers.
<u>To understand texts</u>		Living things and their habitats (4Lvh) i) recognise that living things can be grouped in a variety of ways ii) explore and use classification keys to help group, identify and name a

<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<ul style="list-style-type: none"> • Plan, write, edit and improve <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases <p><u>To present neatly</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and 	<p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p><u>Number- addition and subtraction</u></p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Number - multiplication and division</u></p> <p>Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p><u>Measurement - Area</u></p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p>variety of living things in their local and wider environment</p> <p>Sound (4S)</p> <ul style="list-style-type: none"> i) identify how sounds are made, associating some of them with something vibrating ii) recognise that vibrations from sounds travel through a medium to the ear iii) find patterns between the pitch of a sound and features of the object that produced it iv) find patterns between the volume of a sound and the strength of the vibrations that produced it v) recognise that sounds get fainter as the distance from the sound source increases <p>Working Scientifically (LKS2)</p> <ul style="list-style-type: none"> i) asking relevant questions and using different types of scientific enquiries to answer them ii) setting up simple practical enquiries, comparative and fair tests iii) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers iv) gathering, recording, classifying and presenting data in a variety of
--	---	---	--

	<p>in words with irregular plurals (for example, children's).</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. <p><u>To analyse writing</u></p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3 • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p> <p>Year 4 • pronoun, possessive pronoun, adverbial.</p> <p><u>To present writing</u></p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 		<p>ways to help in answering questions</p> <ul style="list-style-type: none"> v) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii) identifying differences, similarities or changes related to simple scientific ideas and processes <ul style="list-style-type: none"> • using straightforward scientific evidence to answer questions or to support their findings
--	---	--	---

<p>Key Texts</p> <table border="0"> <tr> <td data-bbox="58 305 436 468"> <p><u>Fiction</u> J Jarman - The Time Travelling Cat Blodden (Exempt materials)</p> </td> <td data-bbox="436 305 709 468"> <p><u>Non-fiction</u> The Egyptian Echo Egyptian (Horrible Histories) Egypt facts for kids Tutankhamun</p> </td> <td data-bbox="709 305 1066 468"> <p><u>Poetry</u> B Moses - school selection A Alberg - Please Mrs Butler E Lear - Limericks AW Auden - Night Mail RL Stevenson - From a Railway Carriage</p> </td> </tr> </table>				<p><u>Fiction</u> J Jarman - The Time Travelling Cat Blodden (Exempt materials)</p>	<p><u>Non-fiction</u> The Egyptian Echo Egyptian (Horrible Histories) Egypt facts for kids Tutankhamun</p>	<p><u>Poetry</u> B Moses - school selection A Alberg - Please Mrs Butler E Lear - Limericks AW Auden - Night Mail RL Stevenson - From a Railway Carriage</p>
<p><u>Fiction</u> J Jarman - The Time Travelling Cat Blodden (Exempt materials)</p>	<p><u>Non-fiction</u> The Egyptian Echo Egyptian (Horrible Histories) Egypt facts for kids Tutankhamun</p>	<p><u>Poetry</u> B Moses - school selection A Alberg - Please Mrs Butler E Lear - Limericks AW Auden - Night Mail RL Stevenson - From a Railway Carriage</p>				
<p>English Real and Purposeful Outcomes</p>		<p>Maths Outcomes</p>	<p>Science Outcomes</p>			
<p>Start with non-fiction - non-chronological reports, inc about Egypt Research and then write fact files or leaflets to present information in different formats Develop character and setting descriptions, before focusing on stories Write adventure stories using the idea of a quest, inc mystery and suspense Write letters, e.g in context of Howard Carter/ Tutankhamun Write recounts based on a school visit or workshop Write using persuasive language, e.g. an advert for new Egyptian product Explore humorous poetry, rhymes and repetition, inc limericks by Edward Lear Learn a poem and perform to an audience</p>		<p>Look at maths of ancient Egyptian Empire and figure out the area of land covered by counting squares Use a timeline and show major events of Ancient Egypt Design own tombs using 2d shapes and symmetry Write own number problems relating to ancient Egypt Children devise their own code for numbers up to 100 - base 10 or Roman</p>	<p>Living things and their habitats (4Lvh)</p> <ul style="list-style-type: none"> • sort animals in to different groups (sorting and classifying) • identify and name a variety of living things in the environment by using classification systems <p>Sounds</p> <ul style="list-style-type: none"> • show understanding of how sound travels to the ear • graph/show patterns between the pitch of a sound and features of the object that produced it/ volume of a sound and the strength of the vibrations that produced it/ sounds get fainter as the distance from the sound source increases 			
<p style="text-align: center;">Relationship to Foundation Subjects</p>						
<p style="text-align: center;">Art and Design Skills</p>	<p style="text-align: center;">Design and Technology Skills</p>	<p style="text-align: center;">Computing</p>				
<p><u>To develop ideas</u></p>	<p><u>To design, make, evaluate and improve</u></p>	<p><u>To connect</u></p>				

<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p><u>To take inspiration from the greats (classic and modern)</u></p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p><u>To master techniques in: print (Jewellery)</u></p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. <p><u>To master practical skills</u></p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. <p><u>To communicate</u></p> <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. <p><u>To collect</u></p> <ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. <p><u>To code</u></p> <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators <p>() + () () - () () * () () / () to perform calculations.</p>
<p>Art and Design Outcomes</p>	<p>Design and Technology Outcomes</p>	<p>Computing Outcomes</p>
<p><i>ADD ON</i></p>	<p><i>ADD ON</i></p>	<p>We are co-authors To connect (create a blog)</p>

		PowerPoint, Slides, Padlet We are software developers To code (create an educational game about ancient Civilisations) Swift (escape from a pyramid, rock / paper / scissors type game), slides	
Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p><u>To investigate and interpret the past</u></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change 	<p><u>To perform</u></p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p><u>To describe music</u></p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<p>Autumn 1 - Games</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Autumn 2 - Dance (Egyptian)</p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p>

Christ Church Primary Year 1 Autumn 2017/2018

	<ul style="list-style-type: none"> • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p>Swimming – all year (No outdoor/adventurous activities – taught externally) (Milestone 2)</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.
Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
ADD ON	ADD ON	ADD ON	ADD ON
RE Skills		Language Skills	
<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 		<p><u>To read fluently</u></p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. 	

<p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. <p><u>To reflect</u></p> <ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. <p><u>To understand values</u></p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> Use a translation dictionary or glossary to look up new words. <p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. <p><u>To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.
<p>RE Outcomes</p>	<p>Language Outcomes</p>
<p>Autumn</p> <p>Creation - Adam and Eve artwork, debating statements e.g. the world is good</p> <p>BS - Creation stories - comparison of stories / narratives, Joy - Drama of Diwali, narrative about Diwali</p> <p>Incarnation - Comparison of biblical texts, Interview questions and answers for a minister/the holy spirit, personal reflections about God</p> <p>BS - Buddhism - A letter to Siddhartha.</p>	<p>ADD ON</p>