

"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 can we grow in our environment?	
Year	1	Term	Summer	Our Vision and values	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 I 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
Purposeful Learning Outcome		Set up a pop up garden centre		British Values	Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example: <ul style="list-style-type: none"> <li>Encouraging children to make decisions together.</li> <li>Providing opportunities for children to vote between choices of activity.</li> <li>Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders</li> </ul> Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example: <ul style="list-style-type: none"> <li>Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem.</li> <li>Encouraging children to develop a positive sense of themselves.</li> <li>Provide activities for all children to engage in and actively challenge gender specific tasks and activities.</li> </ul> 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: <ul style="list-style-type: none"> <li>By working together to create group rules.</li> <li>By understanding their own and others' behaviour and feelings and the consequence of these.</li> <li>Encouraging and supporting children to learn how to distinguish right from wrong.</li> </ul> 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 <ul style="list-style-type: none"> <li>Encouraging children to learn about the world around them - both locally and further afield.</li> <li>Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,</li> </ul>
Starting Stimulus			Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding	
Read Jack and The Beanstalk  Plant seeds Setting up garden area for year 1			Grow vegetables, inc cress, broad beans (quick growth) Grow on plug plants (perennial flowers, e.g. marigolds, geranium) Grow a sunflower bigger than you	JIGSAW -Relationships- Summer1 (see individual year group for differentiated planning) Know how to make friends	

	<p>Make a vegetable/ plant catalogue together (e.g from Sutton's Seeds source)          Work on a group drama 'The Enormous Turnip'; perform to an audience</p> <p>Make soup together; share</p>	<p>Try to solve friendship problems when they occur          Help others to feel part of a group          Show respect in hoe they treat others          Know how to help themselves and others when they feel upset and hurt          Know and show what makes a good relationship</p> <p>JIGSAW -Changing Me- Summer 2          (see individual year group for differentiated planning)</p> <p>Understand that everyone is unique and special          Can express how they feel when change happens          Understand and respect the changes that they see in themselves          Understand and respect the changes they see in other people          Know who to ask for help if they are worried about change          Are looking forward to change</p> <p>Summer Safety</p>
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**Steps to Achieving Learning Challenge**

Sub question	Subject Focus (from mapping)	Content / Activities
What is our local environment? What can we grow there?	Geography	Planting out, exploration of school environment.
How can we look after our plants?	Science	
What plants grow in other environments?	Science/ Geography/ Art	Trip to botanical gardens and art work to follow
How does a seed grow?	English	Life cycle of a bean.
What can we sell at the garden centre?	DT/Art	Miniture garden plates, bulbs in wellies, baskets/containers/soup
How does the weather effect growing plants?	Geography/ Science/ English	Weather/seasons poems. Plants in different environments.
Where does food grow? Why?	Geography/science	Map work/terminology/ weather patterns
How have our diets and eating habits changed?	History	timeline
What do flowers look like?	Art/Science	Sunflowers painting/flower of their choice
How can we carry our veg?	Art/DT	Baskets

**Relationship to Core Subjects**

English Skills		Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>Re-read these books to build up fluency and confidence in word reading.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>Read words containing common suffixes.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read books to build up fluency and confidence in word reading.</li> </ul> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>Discuss events.</li> <li>Predict events.</li> </ul>	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul> <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> <li>Use well-chosen adjectives to add detail.</li> <li>Use names of people, places and things.</li> <li>Use well-chosen adjectives.</li> <li>Use nouns and pronouns for variety.</li> <li>Use adverbs for extra detail.</li> </ul> <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> <li>Re-read writing to check it makes sense.</li> <li>Use the correct tenses.</li> <li>Organise writing in line with its purpose.</li> </ul> <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> <li>Write about more than one idea.</li> <li>Group related information.</li> </ul> <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> <li>Write so that other people can understand the meaning of sentences.</li> <li>Sequence sentences to form clear narrative.</li> <li>Convey ideas sentence by sentence.</li> <li>Join sentences with conjunctions and connectives.</li> <li>Vary the way sentences begin.</li> </ul> <p><u>To present neatly</u></p> <ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand letters that are formed in similar ways.</li> <li>Form lower-case letters of a consistent size.</li> <li>Begin to join some letters.</li> <li>Write capital letters and digits of consistent size</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>	<p><u>Number: Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers from 1-100 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Given a number, identify one more and one less.</p> <p><u>Number: Four operations</u></p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one digit and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><u>Measurement: Money</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p><u>Measurement: weight and volume</u></p> <p>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Time at the beginning or end of the term for</p>	<p>Plants (1P)</p> <p>i) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>ii) identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal Changes (1SC)</p> <p>i) observe changes across the four seasons.</p> <p>ii) observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically (KS1 WS)</p> <p>i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment.</p> <p>iii) performing simple tests.</p> <p>iv) identifying and classifying</p> <p>v) using their observations and ideas to suggest answers to questions</p>

<ul style="list-style-type: none"> <li>• Link reading to own experiences and other books.</li> <li>Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<p><u>To spell correctly</u></p> <ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul> <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> </ul>	<p>consolidation, gap filling, seasonal activities, assessments, etc.</p>	
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	<ul style="list-style-type: none"> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul> <p><b>To analyse writing</b> Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> <li>• Use and understand grammatical terminology in discussing writing:</li> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> <p><b>To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing with some intonation</li> <li>• Read aloud writing clearly enough to be heard by peers and the teacher</li> </ul>					
<p><b>Key Texts</b></p> <table border="0"> <tr> <td data-bbox="58 641 478 834"> <p><b>Fiction</b></p> <p>Rapunzel &amp; Cinderella Princess Cinders Princess Smarty pants (changed versions) Hansel and Gretel (brothers Grimm focus) - on Hamilton Jack and the Beanstalk Jasper's Bean</p> </td> <td data-bbox="478 641 751 834"> <p><b>Non-fiction</b></p> <p>Growing Vegetables</p> </td> <td data-bbox="751 641 1066 834"> <p><b>Poetry</b></p> <p>Tasty poems Fruit Picking Cats Where Teachers Keep Their Pets Make a Face</p> </td> </tr> </table>		<p><b>Fiction</b></p> <p>Rapunzel &amp; Cinderella Princess Cinders Princess Smarty pants (changed versions) Hansel and Gretel (brothers Grimm focus) - on Hamilton Jack and the Beanstalk Jasper's Bean</p>	<p><b>Non-fiction</b></p> <p>Growing Vegetables</p>	<p><b>Poetry</b></p> <p>Tasty poems Fruit Picking Cats Where Teachers Keep Their Pets Make a Face</p>		
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<b>English Real and Purposeful Outcomes</b>		<b>Maths Outcomes</b>	<b>Science Outcomes</b>			
<p>Write stories set in familiar places/ local places pupils have been</p> <p>Write recounts about themselves and Oldbury walks</p> <p>Present information about themselves and Oldbury - in different formats inc maps/ labelled diagrams</p> <p>Write a simple non-chronological report, e.g. all about vegetables, flowering plants</p> <p>Write instructions, e.g. how to plant.../ how to grow...</p> <p>Learn a poem by heart, e.g. as a class</p> <p>Write poems that use pattern, rhyme and description.</p>		<p>Outcomes</p> <p>Sort plants using Venn and Carroll Diagrams</p> <p>Collect and present data about favourite fruit, flowers etc</p> <p>Cost exercise to grow a plant correctly - eg pot, soil, cost of seed</p> <p>Compare sizes and weights of different plants</p> <p>Find all possibilities for different amounts of money using different coins</p>	<p>PLANTS</p> <ul style="list-style-type: none"> <li>• Go outside to the school garden to look at plants.</li> <li>• Make a map of the garden plot, identifying the plants and predicting what they will turn into when they are fully grown.</li> <li>• In groups, prepare tubs and plant chitted potatoes (Exploring).</li> <li>• Design and set up a garden centre in the classroom.</li> <li>• Plant a bean in a jar and seeds in a bag and keep them in the classroom garden centre (Observing over time).</li> <li>• Create large pollen sculptures out of clay and display, along with facts, in the classroom (Exploring)</li> <li>• Find flowers outside in the playground and carefully examine them with a magnifying glass. Sketch and</li> </ul>			

	<p>photograph them.</p> <ul style="list-style-type: none"> <li>• Make a large model of the inside of a flower using junk modelling materials (Exploring, researching and analysing secondary sources).</li> <li>• Do bark and leaf rubbings using paper and wax crayons.</li> <li>• Understand the basic structure of a tree and what goes on inside.</li> <li>• Represent the inside of a tree through playground art, using cloths, chalk and found materials. (Exploring)</li> </ul> <p>SEASONAL CHANGES</p> <ul style="list-style-type: none"> <li>• Go outside and look at the weather, observe the temperature and wind.</li> <li>• Suggest how to dress a teddy or doll appropriately for the current weather conditions (Exploring, pattern seeking).</li> <li>• Take the temperature outside in the morning and the afternoon.</li> <li>• Record these observations in the classroom and discuss the changes (Exploring, pattern seeking).</li> <li>• Play shadow tag and look at the shape of shadows.</li> <li>• Consider the questions: Does my shadow always look like that? What was it like first thing in the morning? Is it better to play shadow tag at lunchtime or after school? (Exploring, researching and analysing secondary sources)</li> <li>• Track a shadow by observing and measuring it over time.</li> <li>• Make a bar chart of paper strips of shadow length plotted against time intervals.</li> <li>• Set the rainfall gauges up in the playground and record the rainfall over a period of time.</li> <li>• Make a wind sock to measure wind direction and a wind vane to measure the direction of the wind (Observing over time, pattern seeking).</li> </ul>
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**Relationship to Foundation Subjects**

Art and Design Skills	Design and Technology Skills	Computing
<p><b><u>To develop ideas</u></b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p><b><u>To take inspiration from the greats (classic and modern) - Van Gough</u></b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p><b><u>To master techniques in:</u></b></p>	<p><b><u>To design, make, evaluate and improve</u></b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul> <p><b><u>To take inspiration from design throughout history</u></b></p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> </ul>	<p><b>To communicate</b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p><b>To collect</b></p> <ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum</li> </ul> <p><b>To connect</b></p> <ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> </ul>

<p><b>Painting - Van Gogh Sunflowers</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> <p><b>Sculpture - beanstalk/3D models</b></p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how products have been created.</li> </ul> <p><b>Food -</b> Explore soup recipes, make different types of soup, taste testing, 'market research' to find favourite, then make soup to sell at the garden centre.</p> <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand online risks and the age rules for sites.</li> </ul>					
<b>Art and Design Outcomes</b>		<b>Design and Technology Outcomes</b>		<b>Computing Outcomes</b>			
<p>Research Van Gogh and the sunflowers, create own sunflowers using pencils, crayons, watercolour pencils, paints</p> <p>Beanstalk models</p>		<p>Explore soup recipes, make different types of soup, taste testing, 'market research' to find favourite, then make soup to sell at the garden centre.</p>		<p>We are gardeners To connect, to communicate (create a gardening show, email gardeners for advice) School email, book creator, iMovie, video a guest speaker      We are collectors</p> <p>To collect (information about how to grow sunflowers, for example) Excel, Sheets, PowerPoint, iPad (camera)</p>			
<b>Geography Skills</b>		<b>History Skills</b>		<b>Music Skills</b>		<b>P.E Skills</b>	
<p><b>To investigate places</b></p> <ul style="list-style-type: none"> <li>• 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?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic</li> </ul>		<p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>		<p><b>To perform (growing plants)</b></p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul> <p><b>To describe music</b>(Vaughn Williams - Lark Ascending (nature), Vivaldi -</p>		<p><b>Summer 1 - Games</b></p> <p><b>To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> </ul>	

<p>physical features.</p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>		<p>Spring/summer, Korsakov - Flight of the Bumble Bee)</p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead others when appropriate.</b></li> <li><b>Summer 2 - Athletics (combined with games)</b></li> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>
<b>Geography Outcomes</b>	<b>History Outcomes</b>	<b>Music Outcomes</b>	<b>P.E Outcomes</b>
<p>Investigate and establish site for garden plot in school grounds. Keep a weather diary Explore what plants grow best in different climates around the world</p>	<p>Links to Art, researching Van Gogh Food through the ages timeline</p>	<p>Discuss, describe thoughts and feelings about the music, Develop a piece of music to help plants grow</p>	<p>Develop and apply skills in games and as part of a team. Participate in team games and athletics ready for sports day.</p>
<b>R.E. Skills</b>	<b>R.E. Outcomes</b>		
<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul> <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols.</li> </ul> <p><u>To reflect</u></p> <ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul> <p><u>To understand values</u></p> <ul style="list-style-type: none"> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> </ul>	<p>Summer - <b>God</b>- hidden meaning boxes relating to the story of 'The Lost Son', Suzy Sorry and Peter Praise Prayers for class display, perform and add an extra verse to 'You can hold on' song. <b>Gospel</b>- Artwork relating o the four kinds of peace, make a class mobile expressing ideas of peace, church building investigation, creating three-liner prayers on the theme of good news.</p>		

• Show an understanding of the term 'morals'.			
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