

Long Term Plan, Year B

Crowland, Regent, St James and Westminster

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Crowland/Regent/St James'/Westminster	Marvellous Me	Stop, Look and Listen	To Infinity and Beyond	Explorers	Food, Glorious Food	Sun, sea and sand
themes	Personal and family history, development of toys-events within and beyond living memory (History)	Local area geography, maps, road safety-key human features of the local area (Geography)	The space race, living in space, astronauts inc Neil Armstrong (the lives of significant individuals) (History)	Maps, continents and oceans, compass directions, Ibn Battu and Matthew Flinders (Geography)	Local area, farming, where food comes from, seasonality, food miles, fork to plate aspects of human geography (Geography)	Sea animals, habitats, features of the coast, physical geography, comparisons with other coasts, plastic pollution (Geography)
Enquiry Questions	<p>Year 1</p> <p>Q1 What can children do at different ages?</p> <p>Q2 How do I complete a personal timeline?</p> <p>Q3 How am I different to my parents?</p> <p>Year 2</p> <p>Q1 What happens to our bodies as we change from babies to children?</p> <p>Q2 How can I show these changes on a timeline.</p> <p>Q3 How am I the same and how am I different to my parents?</p> <p>Q4 How are my toys different to the toys my parents played with?</p> <p>Year 3</p> <p>Q1 What changes do we have in our lives as we get older-from babies to old age?</p> <p>Q2 What differences are there in the lives of us,</p>	<p>Year 1</p> <p>Q1 What local places can I find on a street map?</p> <p>Q2 What can I see and hear in the local area?</p> <p>Q3 How do I plot my route to school on a local map?</p> <p>Q4 What types of houses do I pass on the way to school?</p> <p>Q5 How could I make Swineshead better?</p> <p>Year 2</p> <p>Q1 What places can I find on a local map and on a map of Boston?</p> <p>Q2 How can I use the 4 main compass directions to follow a route?</p> <p>Q3 What is different between a map and an aerial photograph?</p> <p>Q4 What employment is there in the local area?</p> <p>Q5 How can we improve the local area?</p> <p>Year 3</p>	<p>Year 1</p> <p>Q1 why can we travel into space now when we couldn't a long time ago?</p> <p>Q2 Who was involved in the space race?</p> <p>Q3 What makes a good astronaut?</p> <p>Q4 Who were Yuri Gagarin and Neil Armstrong?</p> <p>Year 2</p> <p>Q1 what allowed the space race to happen? Q2 How do you become an astronaut?</p> <p>Q3 Can people live in space?</p> <p>Q4 Why are Neil Armstrong and Yuri Gagarin famous?</p> <p>Q5 why was the moon landing so important?</p> <p>Year 3</p> <p>Q1 what were the key events in the space race?</p> <p>Q2 What are some of the problems of being in space?</p> <p>Q3 What can I find out about space travel?</p>	<p>Year 1</p> <p>Q1 What are explorers?</p> <p>Q2 who was Ibn Battuta and what did he go?</p> <p>Q3 Who was Matthew Flinders and where did he go?</p> <p>Q4 why do we still remember both of these explorers?</p> <p>Year 2</p> <p>Q1 why do people become explorers?</p> <p>Q2 how do people have to adapt their lives when exploring?</p> <p>Q3 what do I know about Ibn Battuta and his life and travels?</p> <p>Q4 why is Matthew Flinders important in the local area?</p> <p>Q5 what did he discover?</p> <p>Q6 how did he travel there?</p> <p>Year 3</p> <p>Q1 who was Ibn Battuta?</p>	<p>Year 1</p> <p>Q1 What different types of farms can we name (arable, livestock, dairy)</p> <p>Q2 What buildings would you find on a farm?</p> <p>Q3 What happens during the farming year?</p> <p>Year 2</p> <p>Q1 what happens on the different farm types?</p> <p>Q2 How does the activity on each type of farm change during the year?</p> <p>Q3 What crops are grown locally and why?</p> <p>Q4 Why are different farm types found in different areas of the UK (e.g., arable in Lincolnshire, animal rearing in the lake district?)</p> <p>Year 3</p> <p>Q1 How is food produced (planting/harvesting/processing/cooking/eating)</p> <p>Q2 Do we grow all our own foods?</p>	<p>Year 1</p> <p>Q1 Where are the oceans and continents?</p> <p>Q2 What are the features of the seaside?</p> <p>Q3 Why are the seas important to the UK?</p> <p>Q4 What is the seaside like in the UK and elsewhere?</p> <p>Q5 what is the beach like as a habitat?</p> <p>Q6 What is a marine habitat?</p> <p>Year 2</p> <p>Q1 What are the names of the five main oceans and seven continents?</p> <p>Q2 What are the names of the component parts of the United Kingdom?</p> <p>Q3 What does being an island mean for the UK?</p> <p>Q4 What are the similarities and differences between</p>

	our parents and our grandparents? Q3 How have toys changed since Victorian times?	Q1 Can I compare a map of Swineshead with a map of Boston? Q2 Can I give directions to another to follow a route on a map across Swineshead? Q3 Can I compare features seen on aerial photographs? Q4 What are the main land uses in the local area? Q5 What is the traffic like in the local area and how could I overcome any issues?	Q4 Where in space will we explore in future?	Q2 where did he start his journey and where did he end? Q3 what did he see on the way? Q4 how did he live whilst exploring? Q5 how do we know about his travels? Q6 Why do we know about Matthew Flinders? Q7 what did he discover? Q8 which events do we think are the most important? Q9 Why should we remember them?	Q3 Why do we transport foods around the world? Q4 What impact will this have?	seaside habitats in the UK and the Caribbean? Q5 How important is the seaside as a habitat? Year 3 Q1 What are the physical and human features found at the seaside? Q2 How do seaside and marine habitats vary across the world? Q3 What is the impact of plastic pollution on marine species?
Text based writing	Dogger-Shirley Cunningham	Bo, the Boston Stump Church Mouse The Hundred Decker Bus	<i>Beegu-Deacon</i> <i>Man on the Moon.</i> <i>Catch a Star</i>	Flat Stanley-Jeff Brown	Fantastic MR fox	Lighthouse keeper's Lunch
Non-Fiction Links	Mini autobiography	News reports	Information texts	Diaries	Instructions	Recounts (trip)
Science	Animals inc Humans- basic body parts and associated senses, how these organs work, what happens when they don't, skeletons	Seasons- the seasons and associated weathers, how this affects people's lives, seasons and weather across the world, measuring the weather.	Materials- difference between an object and a material, different properties, grouping by properties, new materials, key inventors	Animals inc humans- basic needs of animals, exercise and health, different food groups, balanced diets, germs and the need for cleanliness	Plants- name a range of common garden and wild plants, basic structure of flowers, life cycle of plants, seed dispersal)	Animals- sorting into groups, knowing what they eat and how they are cared for, how they are structured, key features of skeleton types
Enquiry Questions	Year 1 Q1 can we name all five senses? Q2 Can we see in the light and the dark? Q3 what does an optician do? Q4 How sensitive are our ears? Q5 what do things taste like? Q6 can we only touch with our fingers? Year 2 Q1 What do we mean by "senses"? Q2 How do we see?	Year 1 Q1 What are seasons? Q2 How does the weather change in different seasons? Q3 what difference does the season make to the day length? Q4 what changes do we notice from autumn to winter? Q5 how much does it rain in our local area each day in autumn or winter? Year 2	Year 1 Q1 how many different materials can we name? (at a minimum-wood, plastic, glass, metal, rock) Q2 How can we describe a material using our senses? Q3 What properties of materials can we use to sort them (hard/soft, permeable/impermeable, flexible/rigid, float/sink) Q4 How can we test a material to sort by given properties? Year 2	Year 1 Q1 What do we mean by diet? Q2 What else do you need to keep healthy? Q3 How can you exercise? Q4 Why do we need to wash our hands? Year 2 Q1 What key elements do we need to survive? (water, food, air) Q2 Why do we need food to be clean before we eat it? Q3 why do we need to exercise?	Year 1 Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves) Q2 do all plants grow in the same places? Q3 How do wildflowers get there ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen? Year 2	Year 1 Q1 What are these common animals called? Q2 What are some common UK mammals, birds, fish and reptiles. Q3 What are amphibians? Q4 Do all animals eat the same food types? Year 2 Q 1 Why can't we keep all animals as pets? Q2 What are some similarities and differences between fish and amphibians?

	<p>Q3 what body part do we use to hear? Q4 can you sort objects by touch alone? Q5 how do we use all of our senses? Q6 what is a skeleton? Year 3 Q1how do eyes work? Q2 How do we measure the difference between loud and soft noises? Q3 What happens when someone cannot hear? Q4What does the human skeleton do? Q5 What key bones can I name? (humerus, tibia, fibula, skull, pelvis)</p>	<p>Q1 which weather type is associated with each season? Q2 How does this affect our daily lives? Q2How does the day length vary across the year? Q3 How can we record rainfall data over a longer period? Q4 How do the different seasons affect what we can grow? Year 3 Q1 What causes the seasons to occur? Q2 Are the seasons the same across the world? Q3 Can I compare the weather in England and Australia? Q4 What aspects of the weather can I measure (sunlight, rainfall, windspeed)</p>	<p>Q1what do we mean by material? Q2 what is the difference between an object and the material? Q3 How can you describe a material? Q4 Can you sort an object by their properties (hard /soft, permeable/impermeable flexible /rigid, float/ sink, translucent/opaque, natural/man-made) Year 3 Q1 How can I sort an object by their properties (hard /soft, permeable/impermeable flexible /rigid, float/ sink, translucent/opaque, natural/man-made, magnetic,) Q2how do I know why materials are suitable for different situations. Q3 how do you invent new materials? Q4 What new materials were invented by John Dunlop John McAdam and Charles Macintosh?</p>	<p>Year 3 Q1 what are the main food groups ((breads, cereal and potatoes, meat and fish, fruit and vegetables, milk and dairy, fats and sugars) Q2 which food belongs in each group? Q3 do all animals eat the same? Q4 what do we mean by herbivore, carnivore and omnivore?</p>	<p>Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen? Year 3 Q1 What are the four stages of the life cycle of a flowering plant (germination, growth, flowering and fertilisation or seed production) Q2 What part does flower structure play in all of these processes? Q3 what are the different dispersal methods evolved by plants (gravity, wind, water animals)?</p>	<p>Q3 What do we mean by herbivore, carnivore and omnivore? Q4 How can we sort animals using different criteria? Year 3 Q1 What are the main characteristics of different animal groups? Q2 What are the different types of animal skeleton (endo, exo and hydro skeletons)? Q3 can the children identify the major bones (skull, tusks, pelvis, ribs, spine) in a range of animal groups?</p>
Art/DT	Me, myself, I- self portraits	Vehicles- Observational drawings	Rockets-design and create for a purpose.	Australia-Aboriginal art/collages	Arcimboldo pictures, fruit veg printing, healthy foods.	At the seashore- Shoe box habitats, 3d sea life

	<p>Q1 what is a portrait? Q2 Do we all draw or paint people the same way? Q3 What colour is happy? Q4 How can I make portrait with collage pieces? Q5 How many different mediums can I use to create a portrait? Q6 Who were Picasso and Warhol?</p>	<p>Q1 How can I join one point to another? Q2 How do I create patterns using repetition? Q3 What makes a good brush stroke? Q4 What is texture? Q5 Who is Paul Klee?</p>	<p>Q1 What makes up a rocket? Q2 What are the fins for? Q3 Why is the nose cone pointed? Q4 What other features do I need to include? Q5 How do I join materials? Q6 How does my rocket fire? Q7 What improvements do I need to make?</p>	<p>Q1 What is cross hatching? Q2 What are dreamtime stories? Q3 How do aboriginals use dots? Q4 What does indigenous art mean? Q5 What is ochre?</p>	<p>Q1 Who was Arcimboldo? Q2 What did he use in his paintings? Q3 How did he represent different seasons? Q4 How did he use flowers? Q5 How do I recreate his paintings?</p>	<p>Q1 How do books move? Q2 What is a slider? Q3 How does a lever work? Q4 How does a wheel mechanism enable different animals to appear? Q5 How can I use my design to create a product?</p>
<p>Music (music express) Regents and Crowland</p>	<p>1.1 Ourselves (exploring sound s) Experiment with, create, select and combine sounds. Q1 How can you use your voices expressively to create an expressive story?</p> <p>. 1.10 Our Bodies (beat) Experiment with sounds Q1 What is beat in the music? Q2 Can you play the rhythm patterns using body percussion?</p>	<p>1.7 Our School (Exploring sounds) Play tuned and untuned instruments. Q1 What sounds can you hear around us? Q2 How can we record and produce these sounds?</p> <p>1.8 Pattern (Beat) Experiment with sounds Q1 What is a metre in music? Q2 What is a score in music? Q3 Can you show the steady beat through counting, body percussion and reading scores?</p>	<p>1.4 Weather (Exploring sounds) Using voices expressively and creatively. Q1 How can you use voices, movement and instruments to describe weather?</p> <p>1.9 Storytime (Exploring sounds) Combine sounds Q1 How can music be used to tell a story?</p> <p>.</p>	<p>2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds. Q1 What is timbre? Q2 How can we make descriptive sounds? Q3 Can you match the sound with the image? Q4 Can you explain your choices? Q5 Can you listen to and compare music? Q6 What ways can you make the sounds?</p> <p>2.8 Seasons (Pitch) Experiment with, create, select and combine sounds. Q1 What is pitch? Q2 Can you show me pitch through movement, songs and listening games? Q3 What are the pitch shapes? Q4 Can you perform pitch shapes in a variety of musical arrangements?</p>	<p>1.5 Machines (Beat) Experiment with, create, select and combine sounds. Q1 What is a steady beat? Q2 Can you play and maintain a steady beat? Q3 Can you play at different speeds (tempi)? Q4 Can you control changes in speed (tempi)?</p> <p>2.5 Animals (Pitch) Using Voices expressively and creatively by singing songs and speaking chants and rhymes Q1 Can you identify the beat and respond in movement? Q2 What is the pitch? Q3 Can you identify the pitch? Q4 Can you perform changes in pitch using your body and voice? Q5 Can you read pitch line notation?</p>	<p>2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes. Q1. Can you join in the song? Q2. What actions could we use to show the pitch movement? Q3. Can you play a tuned percussion to the melody? Q4. What is a melody? Q5. What is pitch? Q6. What can you tell me about the pitch pattern? Q7. What is a score in music? Q8. Can you interpret the score? Q9. What music affect can we use to describe water?</p> <p>2.12 Travel (Performance) Using voices expressively and creatively by singing</p>

				Q5 What is ostinato?		<p>songs and speaking chants and rhymes.</p> <p>Q1. What is the pattern of physical movement? Q2. Can you sing and add movement to the song? Q3. How can you describe music using musical vocabulary? Q4. Can you listen to the music? Q5. What can you hear? Q6. What is the changing tempi? Q7. What is notation? Q8. How can your performance be improved?</p>
St James and Westminster	<p>2.1 Ourselves (Exploring sounds) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Q1. How can you create and respond to vocal and body percussion? Q2. How can you develop vocal sounds to express feelings? Q3. Can you use simple line graphics to show pitch shape and duration? Q4. How can mood be expressed using the voice?</p> <p>2.4 Our Bodies (Beat) Play tuned and untuned instruments musically.</p> <p>Q1. What is a steady beat?</p>	<p>2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds.</p> <p>Q1 What is timbre? Q2 How can we make descriptive sounds? Q3 Can you match the sound with the image? Q4 Can you explain your choices? Q5 Can you listen to and compare music? Q6 What ways can you make the sounds?</p> <p>2.10 Pattern (Beat) Experiment with, create, select and combine sounds.</p> <p>Q1. Can you perform steady beat patterns in a song? Q2. Can you use your knowledge of beat to play a different pattern of</p>	<p>2.9 Weather (exploring sounds) Listen with concentration and understanding to a range of high- quality live and recorded music.</p> <p>Q1. Can you perform a rhythmic chant? Q2. Can you play an independent rhythm pattern to accompany a chant? Q3. What is an orchestral piece of music? What are the details you hear? Q4. What is a rap? Q5. How does a rap differ from a nursery rhyme? Q6. Can you compose music to illustrate a story?</p> <p>2.7 Storytime (exploring sounds) Using voices expressively and creatively by singing songs</p>	<p>3.5 China (Pitch) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1. What is a pentatonic scale? Q2. Can you use graphic notations with the pentatonic scale? Q3. Can you show your understanding of pitch through composing, notating and reading graphic notation? Q3. Can you perform pentatonic song with tuned and untuned accompaniment? Q4. Can you show your understanding of graphic notation by playing in steps using it?</p>	<p>3.3 Sounds (Exploring Sounds) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Q1. How are sounds produced? Q2. How are instruments classified? Q3. What is musical conversation structure? Q4. What are idiophones? Q5. What is call and response? Q6. What are chordphones?</p> <p>3.12 Food and Drink (performance) improvise and compose music for a</p>	<p>3.1 Environment (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music.</p> <p>Q1. What descriptive sounds would accompany the poem? Q2. Can you create a musical re-telling a poem? Q3. Can you sing in a two-part harmony? Q4. What is a melodic ostinato? Q5. What is timbre? Q6. What is ternary form? Q7. Can you sing with expression? Q8. Can you develop the lyrics of a song?</p> <p>3.6 Time (Beat) Play and perform in solo and ensemble contexts, using</p>

	<p>Q2. What is a rhythm ostinato pattern?</p> <p>Q3. Can you recognise and play rhythmic patterns?</p> <p>Q4. Can you respond to a steady beat at different tempi?</p> <p>Q5. Can you play steady beats at different tempi on body percussion and instruments?</p> <p>Q6. Can you show your understanding of a steady beat by performing rhythmic movement patterns?</p>	<p>steady beat within four beats and match to a simple score?</p> <p>Q3. Can you perform and create simple rhythms using a simple score?</p> <p>Q4. Can you perform steady beat patterns in groups to accompany a song?</p> <p>Q5. Can you perform and create simple three- beat rhythms using a simple score?</p> <p>Q6. Can you interpret a score to perform different beat patterns?</p> <p>Q7. How can you organise music?</p>	<p>and speaking chants and rhymes.</p> <p>Q1. How can you combine sounds to create a musical effect?</p> <p>Q2. How can music, dance and drama be combined in storytelling?</p> <p>Q3. How can voices be used to create descriptive musical effects?</p> <p>Q4. Can you create and match descriptive sounds made with the voice?</p> <p>Q5. Can you perform to an audience?</p> <p>Q6. What makes a good audience?</p>	<p>3.7 In the Past (Pitch) Develop an understanding of the history of music.</p> <p>Q1. What is pitch?</p> <p>Q2. Can you read the pitch notation?</p> <p>Q3. Can you use pitch notation?</p> <p>Q4. What is rhythm notation?</p> <p>Q5. Can you learn a Tudor Dance?</p>	<p>range of purposes using the interrelated dimensions of music.</p> <p>Q1. What are beat and rhythm patterns ?</p> <p>Q2. What is a score ?</p> <p>Q3. Can you use a score and combine sounds to create different musical textures ?</p> <p>Q4. What different types of accompaniment are there ?</p>	<p>voices and playing instruments.</p> <p>Q1. What is a metre in a piece of music?</p> <p>Q2. Can you play an independent part in more than one metre simultaneously?</p> <p>Q3. What is an ostinato?</p> <p>Q4. Can you identify an ostinato?</p> <p>Q5. Can you perform rhythmic ostinato individually and in combination?</p> <p>Q6. What is a layering rhythm?</p> <p>Q7. Can you recognise rhythm patterns in staff notation?</p>
Computing Crowland/Regent	1.1 computing systems and networks- technology around us	1.2 Creating Media- Digital Painting	1.3 Creating Media- Digital writing	1.4 Data and Information- Grouping Data	1.5 Programming A- Moving a robot	1.6 Programming B- Introduction to animation
Enquiry Questions	<p>Q1 What is technology?</p> <p>Q2 What are the parts of a computer?</p> <p>Q3 How does the mouse work?</p> <p>Q4 What does a keyboard do?</p> <p>Q5 What can you do using a mouse and keyboard on PAINTZ?</p>	<p>Q1 what do different free hand tools do?</p> <p>Q2 How do I use the shape tool and a line tool?</p> <p>Q3 How can I use paint on my own to paint a picture?</p> <p>Q4 Can you make a painting that looks like a Mondrian or a Matisse?</p>	<p>Q1 How can I use a computer to write?</p> <p>Q2 Can I add and remove text on a computer?</p> <p>Q4 How do I change what my text looks like?</p> <p>Q5 How can I make it better?</p>	<p>Q1 What are objects?</p> <p>Q2 How do I count them?</p> <p>Q3 How can I describe them?</p> <p>Q4 How can I compare them?</p>	<p>Q1 What will happen....?</p> <p>Q2 How do we show a movement?</p> <p>Q3 Can we go backwards and forwards?</p> <p>Q4 How do we go in all four directions?</p> <p>Q5 What happens when we go wrong?</p>	<p>Q1 What is Scratch Jnr?</p> <p>How do I choose a command for a given purpose? What happens when a series of commands are joined together?</p> <p>What are the numbers for?</p> <p>How do I move different sprites?</p>
	2.1 Computing systems and networks- IT around Us	2.2 Creating Media- Digital photography	2.3 Creating media Making Music.	2.4 Data and Information- Pictograms	2.5 Programming A- Robot Algorithms	2.6 Programming B Introduction to quizzes
	Q1 What are some uses and features of		Q1 How does music makers feel?	Q1 What is a tally chart? Q2 What is a pictogram?	What is a sequence?	How do I start? What happens if.....?

St James' /Westminster	<p>information technology? Q2 What information technology is in the home? Q3 What information technology can be found beyond school? Q4 How does information technology benefit us? Q5 How do we use information technology safely?</p>	<p>Q1 How can we take photographs? Q2 What do we mean by portrait or landscape format? Q3 What makes a good photograph? Q4 Can you use https://pixlr.com/x/ to edit photographs on the computer?</p>	<p>Q2 What patterns can we see in music? Q3 What are notes? Q4 How do I represent in animal in music?</p>	<p>Q3 What is an attribute? Q4 How do you describe using attributes? Q5 How do we use a computer to show data?</p>	<p>What happens if I change the order? Why do programs work? What do programs look like?) What went wrong?</p>	<p>How can I change the program? How do I make my own program? What happens when it goes wrong?</p>
PE	<p>Mastering basic movements- building up skills</p>	<p>Dance-working together on a performance</p>	<p>Gymnastics-balancing and rolling</p>	<p>Outdoor activities – following and creating trails</p>	<p>Team games-developing simple tactics</p>	<p>Athletics-Preparing for sports day</p>
Enquiry Questions	<p>Q1 Can I run fast and slow? Q2 Can I change direction? Q3 How do I bounce the ball? Q4 How high can I jump? Q5 How far can I jump?</p>	<p>Q1 What is beat? Q2 How do I perform in Unison and Canon? Q3 What is mirroring? Q4 What do we mean by motif?</p>	<p>Q1 What is a balance? Q2 How do I link movement? Q3 How do I perform a Roll? Q4 What is a sequence?</p>	<p>Q1 What is teamwork? Q2 How do I follow directions? Q3 What is a symbol?</p>	<p>Q1 What do you mean by defending? Q2 What do we mean by attacking? Q3 How do we regain possession?</p>	<p>Q1 How do I how do I improve my sprinting technique? Q2 How do I combine running and jumping into a long jump? Q3 How do I throw over a longer distance?</p>
RE (SACRE) Crowland/Regent	<p>Creation UC1.1 (core)</p>	<p>God – Christianity God is carer, forgiver, and creator. All powerful. The same God as that of Jewish people</p>	<p>God – Islam. Beliefs about God The oneness of God (Tawhid) Creation and harmony Humans being on the straight path. Muhammed and the</p>	<p>Community – Islam. What do Muslims do to express their beliefs?</p>	<p>Places of worship: Christianity, Judaism and Islam. A mosque/church/ synagogue is a special place to worship and pray. It is also the body of people not just the building.</p>	<p>Places of worship: Christianity, Judaism and Islam. People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.</p>

Enquiry Questions	<p>Q1. What do Christians believe made the world? Q2. What does the Creation story tell us about what God is like? Q3. If someone believes God made the world, what might they say about it? Q4. What might they say to this Creator?</p>	<p>Q1. Who is in authority? Q2. How do we show respect? Q3. What do we believe to be true? Q4. How do people communicate with God? Q5. Who is special to us? Q6. How do we show it?</p>	<p>Qur'an Q1. How is Allah described in the Qur'an? Q2. What do Muslims learn about Allah and their faith through the Qur'an? Q3. Who is Muhammad?</p>	<p>Q1. Does everyone worship the same? Q2, what is your favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel? Q3. What is prayer and why is it important? Q4. What makes a place special?</p>	<p>Q1. What is a church (building vs community of people following Jesus)? Q2. What are the key features of a church/mosque/synagogue? Q3. What makes a church/mosque/synagogue a special place?</p>	<p>Q1. What other kinds of spaces do Christian's worship in? (e.g., Forest Church, house groups, etc.) Q2 How do Christians, Jews, Muslims connect with beliefs about God, the world and human beings?</p>
RE (SACRE) St James'/Westminster	<p>God – Hinduism. There is one God (Brahman). God is so great that we cannot comprehend, so Hindus also worship deities which are representations of different parts of the one god.</p>	<p>In depth study of Hinduism. Know and can expand upon the key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma Know about worship in the home.</p>	<p>Jesus' teaching. One of the main Christian teachings about morality and how others should be treated comes from Jesus' teaching of the Golden Rule.</p>	<p>Jesus' teaching. Christian beliefs about God and Jesus' teaching about the relationship between God and people.</p>	<p>Thankfulness: Christianity and Judaism Making links with 'life journeys' for Christians and Jews</p>	<p>Thankfulness: Christianity and Judaism. Know and understand key festivals based on thankfulness such as Harvest, Sukkot.</p>
	<p>Q1. What does a cycle of life mean? Q2. Do you think there are any similarities in the creation story of Hindus and Christians?</p>	<p>Q1. How can we show respect in special places? Q2. What special things do we have at home and how do we treat them? Q3. What is a shrine?</p>	<p>Q1. Do we have school/bubble rules? Q2. What rules do you follow? Q3. Why do we have rules? Q4. Do you think Jesus gave Christians rules?</p>	<p>Q1. Who might Jesus have meant by a 'neighbour'? Q2. What did he mean by 'love'?</p>	<p>Q1. Are there some things that only particular people say thank you for?</p>	<p>Q1. Can you think of any time when we say thank you to God? Q2. What are the different religious festivals where we say thank you to God – Q3. Do you only have to say thank you if you believe in God?</p>
PHSE/RSE	<p>Emotional Well-being How we recognise our feelings. Feelings; mood; times of change; loss and bereavement; growing up.</p>	<p>Physical Well-being What can help us grow and stay healthy?</p>	<p>Respect- To acknowledge the existence of diversity within our community.</p>	<p>E-Safety -Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared</p>	<p>Being safe- Keeping safe; recognising risk; rules</p>	<p>Economic well-being- Understand how people make different choices around money. Money needs to be looked after.</p>

	<p>Q1. How do you feel today? Q2. Can feelings change or become bigger/more intense? Q3. Can you change the way you respond to something?</p>	<p>Q1. How can we protect ourselves from the sun when we are outside? Q2. How do you feel is you don't get enough sleep? Q3. Can you think of any 'healthy' foods?</p>	<p>Q1. What does respect mean to me? Q2. What would be considered 'disrespectful'? Q3. Would some things be acceptable at home but not when out with their friends? Q4. Do we treat everyone the same?</p>	<p>Q1. Who can be in your 'safety circle'? Q2. Is someone you meet online a real friend? Q3. What do you do if something makes you feel worried/scared/unhappy?</p>	<p>Q1. Can you think of anything that might be dangerous within the home? Q2. Why do you need to keep safe at the beach/park/pond? Q3. Can you name any jobs where people keep us safe? Q4. What would you do in an emergency?</p>	<p>Q1. How can you get money? Q2. What do we need money for? Q3. What do you want money for? Q4. How can we save money?</p>
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