

Life in all its fullness - through learning and love.



**Termly Core Plan**

| <b>Maths</b>   |   |  |  |   |  |   |   |   |  |   |  |
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| <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>  | <b>Week 7</b>   | <b>Week 8</b>   | <b>Week 9</b>   | <b>Week 10</b>   | <b>Week 11</b>  | <b>Week 12</b>   |
| <b>Topic -<br/>Fractions</b>   | <b>Topic -<br/>Fractions</b>  | <b>Topic -<br/>Money</b>   | <b>Topic<br/>Money</b>   | <b>Topic<br/>Time</b>   | <b>Topic -<br/>Time</b>  | <b>Topic -<br/>Time</b>   | <b>Topic -<br/>Time</b>   | <b>Topic -<br/>Properties of<br/>shape<br/><br/>(Lines and angles)</b>  | <b>Topic -<br/>Properties of<br/>shape<br/><br/>(2D and 3D<br/>shapes)</b>   | <b>Topic -<br/>Statistics</b>   | <b>Topic<br/>Statistics</b>  |
| <b>Key Knowledge -</b><br>Children will add fractions with the same denominators. They will subtract fractions with the same denominators. They will partition the whole. Children will find a unit fraction of a set. | <b>Key Knowledge -</b><br>Children will find non-unit fractions of amounts. They will solve reasoning problems in relation to fractions of amounts. | <b>Key Knowledge -</b><br>Children will recognise and be able to count in pounds and pence. They will convert pounds and pence. Children will learn how to add and subtract money. | <b>Key Knowledge –</b><br>Children will find change and solve problems in relation to money. | <b>Key Knowledge -</b><br>Children will recognise Roman numerals to 12. They will tell time to the nearest 5 minutes. They will learn to tell the time to the minute. | <b>Key Knowledge -</b><br>Children will read time on a digital clock. They will use a.m. and p.m.<br><br>Children will understand they amount of time in years, months and days.<br><br>They will know the amount of hours in a day. | <b>Key Knowledge –</b><br>They will use hours and minutes in start and end times. Using hours and minutes they will work out durations. They will link minutes and seconds. | <b>Key Knowledge -</b><br>They will understand units of time. Children will solve problems with time. | <b>Key Knowledge -</b><br>Children will investigate turns and angles. They will recognise right angles and compare angles. Children measure and draw straight lines accurately in centimetres and millimetres. They also practice rounding measurements to the nearest centimetre. Children identify and find horizontal and vertical lines in a range of contexts. They identify horizontal and vertical lines of symmetry in shapes and | <b>Key Knowledge -</b><br>Children recognise, describe and draw 2-D shapes accurately. They use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. Children recognise and describe 3-D shapes in different orientations. They use properties including the number of faces, edges and vertices to describe the shape. | <b>Key Knowledge -</b><br>Children will interpret pictograms where symbols represent more than one. They will draw pictograms. They will interpret bar charts children will draw bar charts.. | <b>Key Knowledge -</b><br>They will collect and represent data. They will show data and understand data in two-way tables. |

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|  |  |  |  |   |  |  |  |   | symbols. Children identify and find parallel and perpendicular lines in a range of practical contexts. |  |  |
| <b>Revisited vocabulary</b><br>Numerator, denominator, fraction, divide, equal groups, place value, quantities, tens, ones, patterns, compare, order, add and subtract, pictorial representations.<br><br><b>New vocabulary</b><br>Ascending, descending, quarter, thirds, fifths, sixths, sevenths, eighths, ninths, tenths (and so on), equivalent, fractional parts, unit fraction, decimals. |  | <b>Revisited vocabulary</b><br>Pound, pence, add, subtract<br><br><b>New vocabulary</b><br>Change, convert |  | <b>Revisited vocabulary</b><br>Clock, time, o'clock, half past, quarter past, quarter to, hour hand, minute hand, hours, minutes, days, months, years.<br><br><b>New vocabulary</b><br>Five past/to, ten past/to, twenty past/to, twenty five past/to, duration, start/end times, analogue, digital, 24 hour clock. |  |  |  | <b>Revisited vocabulary</b><br>Quarter turn, half turn, full turn, complete turn, symmetry, accurately, cm, mm, shapes and symbols, lines, 2D, 3D, shapes, faces, edges, vertices, properties.<br><br><b>New vocabulary</b><br>Right angle, 90°, 360°, acute, obtuse, parallel, perpendicular, horizontal and vertical, orientations. |  | <b>Revisited vocabulary</b><br>Read, table, pictogram, data, statistics, symbol, appropriate, questions, most, least, difference between.<br><br><b>New vocabulary</b><br>Interpret, bar chart, construct, scales. |  |

**Literacy**

| Week 1   | Week 2   | Week 3  | Week 4  | Week 5   | Week 6  | Week 7   | Week 8  | Week 9   | Week 10   | Week 11   | Week 12   |
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| <b>Topic – The Hodgeheg</b><br>(Reading and comprehension activities)  | <b>Topic - The Hodgeheg</b><br>(Deepening understanding of characters and settings)  | <b>Topic - The Hodgeheg</b><br>(Non-chronological report)   | <b>Topic - The Hodgeheg</b><br>(Writing a non-chronological report)   | <b>Topic - The Hodgeheg</b><br>(Key features of a play script)   | <b>Topic - The Hodgeheg</b><br>(Writing a play script)  | <b>Topic – Wild</b><br>(Comprehension and Vocabulary work)   | <b>Topic - Wild</b><br>(Drama and Grammar)  | <b>Topic - - Wild</b><br>(Narrative writing)   | <b>Topic - Jelly Boots, Smelly Boots</b><br>(Comprehension and creating own ideas based on a text)  | <b>Topic - Jelly Boots, Smelly Boots</b><br>(Poetry)  | <b>Topic - Jelly Boots, Smelly Boots</b><br>(Poetry)  |
| <b>Key Knowledge -</b><br>Children will respond to the front cover of the story and make predictions. Using the role on the wall technique they will explore a characters feeling and emotions. The will write a character description using | <b>Key Knowledge -</b><br>Children will use their senses to understand different characters points of view. They will practice using time adverbials to describe a scene in the story. They will practice using commas and | <b>Key Knowledge -</b><br>Children will practice using conjunctions to extend sentences. Children will explore a variety of non-chronological reports. They will highlight and explore the key features of a non- | <b>Key Knowledge -</b><br>They will begin to research their own non-chronological report. Children will draft, write and edit their own non-chronological report. They will | <b>Key Knowledge -</b><br>They will learn about the key features of a play script. They will practice the key grammatical features of a play script. | <b>Key Knowledge -</b><br>Children will draft, write and edit their own play script. They will then publish their work. | <b>Key Knowledge -</b><br>Children will explore the main character of the picture book Wild. They will immerse themselves in the character thinking about how he behaves, moves, talks and feels. They will look at the setting and generate high- | <b>Key Knowledge -</b><br>Children will explore the story from the viewpoint of the main character. They will discuss how this changes the story. They will practice using direct speech punctuation. | <b>Key Knowledge -</b><br>Children will plan, draft and edit their own narrative telling the story of Wild from the main characters point of view. | <b>Key Knowledge -</b><br>Children will look at poems in which Michael Rosen plays with language. They will be introduced to homographs to explore meaning and wordplay, using rhyme and rhythm, nonsense words and onomatopoeia. | <b>Key Knowledge -</b><br>Children will focus on Michael Rosen's narrative poems, particularly those in which he recalls relationships and events shared with friends and family. They will practice performing poetry. They will | <b>Key Knowledge -</b><br>Children will be given the opportunity to write poems that reflect their own personal experiences, values, thoughts and feelings through further investigation of Michael Rosen's poetry. |

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| interesting vocabulary.  | apostrophes for contractions. | chronological report. | then publish their work. |  |  | level vocabulary and figurative descriptions.   |  |  |  | use aspects of figurative looked at in the previous week. |  |
| <b>Revisited vocabulary</b><br>Predict, question, feeling, emotions, role play, Non-chronological report, introduction, paragraph, heading, sub-heading, technical vocabulary, research map, conjunction.<br><br><b>New vocabulary</b><br>Respond, infer, motives, figurative language, act, scene, setting, audience, speakers name, colon, stage directions, brackets, standard and non-standard English, Suffix, determiner, adverbial. |                               |                       |                          |  |  | <b>Revisited vocabulary</b><br>Characters, figurative language, behaviour, feelings, motives, communicates, setting, descriptions.<br><br><b>New Vocabulary</b><br>Point of view, perspective, direct speech, view point. |  |  | <b>Revisited vocabulary -</b><br>Rhyme, rhythm, nonsense words, events, recall, perform, figurative language, thoughts and feelings.<br><br><b>New vocabulary</b><br>Homographs, wordplay, onomatopoeia, narrative, reflect, personal experiences, values. |   |  |

| Subject  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   | Week 8  | Week 9   | Week 10  | Week 11  | Week 12   |
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| <b>Science</b><br><br><b>Topic Focus –</b><br><b>Summer 1 – Light</b><br><br><b>Summer 2 – Famous Scientists</b> | <b>NC Objective</b><br><br>To recognise that we need light in order to see things and that dark is the absence of light.<br><br>Using straightforward scientific evidence to answer questions or to support their findings.<br><br><b>I can explain that I need light to see things, and that dark is the absence of light.</b> | <b>NC Objective</b><br><br>To notice that light is reflected from surfaces.<br><br>Making systematic and careful observations and, where appropriate, taking measurements using standard units, using a range of equipment including thermometers and data loggers.<br><br>Gathering, recording, classifying and presenting data | <b>NC Objective</b><br><br>To notice that light is reflected from surfaces.<br><br>Asking relevant questions and using different types of scientific enquiries to answer them.<br><br><b>I can use a mirror to reflect light and explain how mirrors works.</b> | <b>NC Objective</b><br><br>To recognise that shadows are formed when the light from a light source is blocked by a solid object.<br><br>Identifying differences, similarities or changes related to simple scientific ideas and processes.<br><br>Using straightforward scientific evidence to answer questions or to | <b>NC Objective</b><br><br>To find patterns in the way that the size of shadows change.<br><br>Making systematic and careful observations and, where appropriate, taking measurements using standard units, using a range of equipment including thermometers and data loggers.<br><br>Recording findings using | <b>NC Objective</b><br><br>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes.<br><br><b>I know that light from the sun can be dangerous and that there are ways we can protect our eyes.</b> | <b>NC Objective</b><br><br>To identify changes related to scientific ideas by finding out about inventions from all over the world.<br><br>To identify inventions and discoveries from all over the world linked to scientific ideas.<br><br><b>I can research an invention.</b> | <b>NC Objective</b><br><br>To observe how magnets attract some materials.<br><br>To make systematic and careful observations.<br><br>To use results to draw simple conclusions and make new predictions.<br><br>To explore how electromagnets attract some materials.<br><br><b>I can create and test an electromagnet.</b> | <b>NC Objective</b><br><br>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br><br>To describe what Inge Lehmann discovered about Earth’s core.<br><br><b>I can explain what Inge Lehmann discovered about the layers of the earth.</b> | <b>NC Objective</b><br><br>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br><br>To explain how fossils can be used to find the age of rocks.<br><br>Using straightforward scientific | <b>NC Objective</b><br><br>To identify changes related to scientific ideas.<br><br>To identify that humans have skeletons for support, protection and movement.<br><br>To explain how Marie Curie’s work on x-rays helps us identify bones.<br><br><b>I know the significance of Marie Curie’s work.</b> | <b>NC Objective</b><br><br>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.<br><br>To identify changes related to scientific ideas.<br><br>To explain how George Washington Carver helped farmers to grow crops.<br><br><b>I can explain how George Washington Carver helped farmers.</b> |

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|   |   | <p>in a variety of ways to help in answering questions.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>I can investigate which surfaces reflect light.</b></p> |   | <p>support their findings.</p> <p><b>I can investigate which materials block light to form shadows.</b></p>               | <p>simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>I can find patterns when investigating how shadows change size.</b></p> |  |   |  |   | <p>evidence to answer questions or to support their findings.</p> <p><b>I can explain how fossils are used to age rocks.</b></p>  |  |   |
|   | <p><b>Key Knowledge</b></p> <p>Name a range of light sources.</p> <p>Know that dark is caused by the absence of light.</p> <p>Know that I need light to see things.</p> | <p><b>Key Knowledge</b></p> <p>Know what reflection means.</p> <p>Name reflective materials.</p> <p>Select the most reflective material for a purpose.</p>  | <p><b>Key Knowledge</b></p> <p>Know why mirrors are good reflectors.</p> <p>Know how mirrors work in different tasks.</p> | <p><b>Key Knowledge</b></p> <p>Know how light travels.</p> <p>Know the meaning of opaque, transparent or translucent.</p> | <p><b>Key Knowledge</b></p> <p>Know how a shadow is formed.</p> <p>Know how to set up an investigation</p>  | <p><b>Key Knowledge</b></p> <p>Know the benefits and dangers of the sun.</p> <p>Know about UV light and its dangers.</p> <p>Know how to protect our eyes from the sun.</p>   | <p><b>Key Knowledge</b></p> <p>Know that inventions and discoveries come from all over the world.</p> <p>Know examples of how some things are invented to make people's lives easier.</p> | <p><b>Key Knowledge</b></p> <p>Know how electromagnets are made.</p> <p>Know the scientists who developed the first electromagnets.</p> <p>Know how to investigate the strength of an electromagnet.</p> | <p><b>Key Knowledge</b></p> <p>Know of Inge Lehmann's life and work.</p> <p>Know what she discovered about Earth's core.</p> <p>Know how Earth's core helps create igneous rocks.</p> | <p><b>Key Knowledge</b></p> <p>Know how scientists use fossils to date rocks today.</p> <p>Know what William Smith discovered about rocks and fossils.</p> <p>Know the bones shown in x-rays, and explain the bones' functions.</p> | <p><b>Key Knowledge</b></p> <p>Know about Marie Curie's life and work.</p> <p>Know how her scientific ideas about x-rays changed health and medicine.</p> <p>Know the bones shown in x-rays, and explain the bones' functions.</p> | <p><b>Key Knowledge-</b></p> <p>Know who George Washington Carver was.</p> <p>Know what plants need to grow well. I can explain crop rotation.</p> <p>Know about crop rotation.</p> |
| <p><b>Revisited Vocabulary</b></p> <p>Light, source, dark, reflect, see, mirror, smooth, shiny, rays, rough, travel, straight, shadow, sun, bright, sunglasses, hat, pattern, size, distance, change.</p> <p><b>New vocabulary</b></p> <p>Illuminate, visible, scatter, reverse, beam, energy, opaque, translucent, transparent, block, beneficial, dangerous, glare, damage, UV light, UV rating, visible spectrum, pupil, retina, protect, direct, brim, observe.</p> |   |   |   |   |   | <p><b>Revisited Vocabulary</b></p> <p>Soil, magnet, field, force, electricity, circuit, power, battery, liquid, solid,</p> <p><b>New vocabulary</b></p> <p>Inventor, continent, discovery, agriculture, crops, nutrients, crop rotation, electromagnet, core, seismology, earthquake, magma, molten, sedimentary, fossil, strata, William Smith, geology, Dr Lisa White, Marie Curie, radiation, element, chemistry, physics, x-ray, bones, support, protection, movement.</p> |   |  |   |   |  |   |
| <b>Physical Education</b>   | NC Objective -<br>Develop flexibility, strength,  | NC Objective -<br>Develop flexibility, strength,  | NC Objective -<br>Develop flexibility, strength,  | NC Objective -<br>Develop flexibility, strength,  | NC Objective -<br>Develop flexibility, strength,  | NC Objective -<br>Develop flexibility, strength,   | NC Objective -<br>Play competitive games, modified where  | NC Objective -<br>Play competitive games,  | NC Objective -<br>Play competitive games,   | NC Objective -<br>Play competitive games,   | NC Objective -<br>Play competitive games,  | NC Objective -<br>Play competitive games, modified where appropriate  |

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| <p><b>Topic Focus – Summer 1 – Athletics</b></p> <p><b>Summer 2 – Tennis</b></p>   | <p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>                                      | <p>technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>   | <p>appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p> | <p>modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p>   | <p>modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p> | <p>modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p> | <p>modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p>        | <p>and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p>                                     |
|  | <p>Key Knowledge</p> <p>I can focus on arm and leg action to refine sprinting technique.</p>   | <p>Key Knowledge -</p> <p>I can begin to think about adjusting running pace for different distances.</p>   | <p>Key Knowledge</p> <p>I can develop an effective take-off and landing for standing long jump.</p>  | <p>Key Knowledge</p> <p>I can develop technique and accuracy of overarm throws.</p>  | <p>Key Knowledge</p> <p>I can collaborate with others to help improve performance.</p> <p>I can perform learnt skills with control and confidence across a variety of athletics events.</p> | <p>Key Knowledge</p> <p>I can collaborate with others to help improve performance.</p> <p>I can perform learnt skills with control and confidence across a variety of athletics events.</p>  | <p>Key Knowledge -</p> <p>I am developing my hand eye coordination to improve fluency and control.</p>   | <p>Key Knowledge</p> <p>I can use preferred skills with more control when working with a partner.</p> <p>I can play cooperatively with a partner.</p> <p>I am developing my hand eye coordination to improve fluency and control.</p> | <p>Key Knowledge</p> <p>I can hold a racquet correctly and begin to hit a ball with accuracy and control.</p> <p>I can serve underarm</p>                               | <p>Key Knowledge</p> <p>I can strike a moving and a stationary ball, using basic tennis strokes.</p>  | <p>Key Knowledge</p> <p>I can sometimes maintain a rally with a partner.</p> <p>I can begin to understand some of the basic rules of tennis and apply in a game situation.</p> | <p>Key Knowledge -</p> <p>I can sometimes maintain a rally with a partner.</p> <p>I can begin to understand some of the basic rules of tennis and apply in a game situation.</p> |
| <p><b>Revisited Vocabulary</b></p> <p>Run, jump, overarm, throw, speed, sprint</p> <p><b>New Vocabulary</b></p> <p>Pull throw, relay, stamina, track event, long distance, hurdles, high jump, long jump</p> |  |  |  |  |   | <p><b>Revisited Vocabulary</b></p> <p>Grip, hand eye co-ordination, net,</p> <p><b>New Vocabulary</b></p> <p>Ace, backhand, baseline, crosscourt, deuce, doubles, drop shot, fault, footwork, forehand, groundstroke, set, rally, ready position, serve, volley.</p> |  |   |   |   |  |  |

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| <p><b>Religious Education</b></p> <p><b>Topic Focus – Summer 1 - Which Rules Should we Follow?</b></p> <p><b>Summer 2 – Other religions</b></p> | <p>NC Objective - Christian Value</p> | <p>NC Objective - AT2 identify and explain what I believe to be important rules for living;</p> <p><b>L.O. I know the importance of rules.</b></p> | <p>NC Objective - AT2 identify and explain what I believe to be important rules for living;</p> <p>express my ideas about rules and give examples from my own experiences and the lives of others;</p> <p><b>L.O. I can say which rules I think are most important and why.</b></p> | <p>NC Objective - AT1 retell the story of Moses receiving the 10 Commandments from God</p> <p>make links between Christian belief and its source;</p> <p>identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I know the most important parts of the story of Moses.</b></p> | <p>NC Objective - AT1 retell the story of Moses receiving the 10 Commandments from God</p> <p>make links between Christian belief and its source;</p> <p>identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can re-tell the story of the Ten Commandments</b></p> | <p>NC Objective - AT1 make links between Christian belief and its source;</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>ask important questions about religion and beliefs;</p> <p><b>L.O. I know how and why Christians follow God’s rules.</b></p> | <p>NC Objective - AT1 begin to identify the impact faith has on a person’s way of living;</p> <p>describe the impact faith has on a person’s way of living.</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can say how being a Christian impacts a person’s life.</b></p> | <p>NC Objective - AT1 begin to identify the impact faith has on a person’s way of living;</p> <p>describe the impact faith has on a person’s way of living.</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>ask important questions about religion and beliefs; identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can say what rules Jewish people live by.</b></p> | <p>NC Objective - AT1 begin to identify the impact faith has on a person’s way of living;</p> <p>describe the impact faith has on a person’s way of living.</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>ask important questions about religion and beliefs; identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can say what rules Muslim people live by</b></p> | <p>NC Objective - AT1 begin to identify the impact faith has on a person’s way of living;</p> <p>describe the impact faith has on a person’s way of living.</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>ask important questions about religion and beliefs; identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can say what rules Sikh people live by.</b></p> | <p>NC Objective - AT1 begin to identify the impact faith has on a person’s way of living;</p> <p>describe the impact faith has on a person’s way of living.</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>ask important questions about religion and beliefs; identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can say what rules Buddhist people live by</b></p> | <p>NC Objective - AT1 begin to identify the impact faith has on a person’s way of living;</p> <p>describe the impact faith has on a person’s way of living.</p> <p>AT2 make links between beliefs and behaviour and my own and others responses;</p> <p>ask important questions about religion and beliefs; identify links in the relationship between values and commitments, rules and behaviour.</p> <p><b>L.O. I can compare the rules for living of different religions.</b></p> |
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| <p><b>Key Knowledge -</b></p>   | <p><b>Key Knowledge -</b><br/>Children will know what rules are and why they are important.<br/><br/>Children will be able to explore what society would be like without rules.</p> | <p><b>Key Knowledge -</b><br/>Children to know what rules we have in school and in society and what rules God has for us.</p> | <p><b>Key Knowledge -</b><br/>Children to know the 10 commandments and how people live by them.</p> | <p><b>Key Knowledge -</b><br/>Children will know the events of the story of 'Moses and the 10 commandments'</p> | <p><b>Key Knowledge -</b><br/>Children will know the events of the story of 'Moses and the 10 commandments'</p> | <p><b>Key Knowledge -</b><br/>Children will know that faith changes the way a person lives their life.</p>  | <p><b>Key Knowledge -</b><br/>Children will know the main rules for living for Jews.<br/><br/>They will begin to have a basic understanding of the Jewish way of life.</p> | <p><b>Key Knowledge -</b><br/>Children will know the main rules for living for Muslims.<br/><br/>They will begin to have a basic understanding of the Muslim way of life.</p> | <p><b>Key Knowledge -</b><br/>Children will know the main rules for living for Sikhs.<br/><br/>They will begin to have a basic understanding of the Sikh way of life.</p> | <p><b>Key Knowledge -</b><br/>Children will know the main rules for living for Buddhists.<br/><br/>They will begin to have a basic understanding of the Buddhist way of life.</p> | <p><b>Key Knowledge -</b><br/>Children will know the similarities and differences between the religions we have looked at.</p> |
| <p><b>Revisited Vocabulary</b><br/>Rules, Laws, Moses, Commandment, Old and New Testament</p> <p><b>New Vocabulary</b><br/>Mount Sinai, Covenant.</p> |   |   |   |   |   | <p><b>Revisited Vocabulary</b><br/>Jew</p> <p><b>New Vocabulary</b><br/>Synagogue, Torah, Judaism, Mosque, Quran, Islam, Muslim, Gurdwara, Sikhism, Sikh, Temple, Buddhist, Buddhism.</p> |  |   |   |   |  |