



**Year 1 Curriculum 2025-26**

Term	Autumn		Spring		Summer	
<b>Value</b>	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
<b>Immersion</b>	History Van Music in the Round	Christmas Concert	Animal handling workshop Islamic Visitor		Weston Park Trip (science)	Visit to the beach (Cleethorpes)
<b>Outcome</b>	An immersive experience of life in a Victorian school.	Create a 'house for sale' advert for a house in Crookes including information about the human and physical geography of the local area.	Retell a significant national historical event beyond living memory and talk about its importance to the changes in life today.	Design a tourism poster for the destination of ast Lucia describing the human and physical features of the location.	A comparison of life in different time periods; toys and games from the 1960s compared to today's toys and games.	A showcase to demonstrate why people love being by the seaside and how seaside holidays have changed.
<b>History</b>	<p><i>The Victorian Era</i></p> <p>How has school changed since the Victorian era?</p> <ol style="list-style-type: none"> <li>Where does my chronology fit on a timeline?</li> <li>What has continued and what has changed since the Victorian Period?</li> <li>How do we know Westways was a Victorian school?</li> <li>What else was happening in the world at this time?</li> <li>What will people think of us in one hundred years time?</li> <li>How does it feel to be a Victorian child at school?</li> </ol>		<p><i>The Great Fire of London</i></p> <p>How do we know so much about what happened in the Great Fire of London?</p> <ol style="list-style-type: none"> <li>What happened in 1066?</li> <li>How did the fire start?</li> <li>What happened when?</li> <li>Why did the fire spread so quickly and take so long to put out?</li> <li>How was London rebuilt?</li> <li>How do we know so much about what happened in the Great Fire of London?</li> </ol>		<p><i>Toys</i></p> <p>How do our toys and games compare with those in the 1960s?</p> <ol style="list-style-type: none"> <li>Why do historians divide up time?</li> <li>What do people remember about the 1960s?</li> <li>How do the most popular toys and games of the 1960s compare with those of today?</li> <li>Why were there no smart toys and games in the 1960s?</li> <li>How can we make sure we play with smart toys and games safely and securely?</li> <li>What do adults I know remember about the 1960s?</li> </ol>	

<p><b>Geography</b></p>		<p>What is the geography of where I live?</p> <p><i>Exploring our local environment of Crookes.</i></p> <ol style="list-style-type: none"> <li>1. What is Geography?</li> <li>2. Where do we live?</li> <li>3. What is the land in Crookes used for?</li> <li>4. What are human and physical features?</li> <li>5. What is our journey to school like?</li> <li>6. What is the geography of where I live?</li> </ol> <p>Final outcome: A poster showing a house for sale in Crookes and all the positive features that Crookes has to offer.</p>		<p>How is Denise's home different from ours?</p> <ol style="list-style-type: none"> <li>1. In which country does Denise live and what is her home area like?</li> <li>2. Where is St Lucia?</li> <li>3. How can I use Google Earth Pro to learn more about the geography of Soufriere and my home area?</li> <li>4. What are the physical features of Soufriere and how does this compare with Sheffield?</li> <li>5. What are the human features of Soufriere and how does this compare with Sheffield?</li> <li>6. Why is St Lucia a popular tourist destination for people in the UK?</li> </ol> <p>Final outcome: A poster about St Lucia to show the human and physical features and why it is a popular tourist destination.</p>		<p>Why do we love being beside the seaside so much?</p> <ol style="list-style-type: none"> <li>1. How is the seaside different from other places?</li> <li>2. How do people enjoy themselves at the seaside?</li> <li>3. Whereabouts in the world is Scarborough?</li> <li>4. How do people affect the beach at Scarborough?</li> <li>5. How have our seaside holidays changed since the 1970s?</li> <li>6. Why do we love being by the seaside so much?</li> </ol>
<p><b>Science</b> Change the animal units as the Herbivore, omnivore, carnivore topic was too drawn out and the ch already had a good</p>	<p><i>Animals including humans</i></p> <p>What are our senses and how do they link to our body?</p> <ol style="list-style-type: none"> <li>1. What are the different parts of our bodies called?</li> <li>2. What do we use to</li> </ol>	<p><i>Materials</i></p> <p>Why are materials suitable for certain purposes?</p> <ol style="list-style-type: none"> <li>1. What are the names of some common materials?</li> <li>2. Which materials are natural and which are</li> </ol>	<p><i>Animal groups</i></p> <p>How can we classify animals into groups?</p> <ol style="list-style-type: none"> <li>1. What are the five main animal groups?</li> <li>2. What is an amphibian and how are they different to fish?</li> </ol>	<p><i>Animal groups</i></p> <p>What clues are there on an animal's body that help us to find out what it eats?</p> <ol style="list-style-type: none"> <li>1. What do animals eat?</li> <li>2. How can we group</li> </ol>	<p><i>Plants</i></p> <p>What's growing in our gardens?</p> <ol style="list-style-type: none"> <li>1. To know what a seed is and how it is planted.</li> <li>2. Start to look at what a plant needs in order to grow.</li> </ol>	<p><i>Weather</i></p> <p>What is the weather like in the UK?</p> <ol style="list-style-type: none"> <li>1. What is 'weather'?</li> <li>2. What is the weather like today?</li> <li>3. What makes each season?</li> </ol>

<p>understanding of this.</p> <p>Could we have a unit on Sheffield scientists / famous scientist at the end?</p>	<p>see with?</p> <p>3. What part of our body tells us if something is too hot to touch?</p> <p>4. What body part do we hear with?</p> <p>5. What helps us to smell?</p> <p>6. What can your tongue taste?</p>	<p>man-made?</p> <p>3. What are the properties of materials?</p> <p>4. What materials are objects made from?</p> <p>5. Why are materials suitable for certain purposes?</p>	<p>3. What are the characteristics of birds and reptiles?</p> <p>4. What are the features of mammals?</p> <p>5. What do the five groups of animals look and feel like? (immersion visitor)</p> <p>6. What are the characteristics of my chosen animal?</p>	<p>animals by what they eat?</p> <p>3. How do we know if an animal is a carnivore?</p> <p>4. How do we know if an animal is a herbivore?</p> <p>5. How can we tell if an animal is an omnivore?</p> <p>6. What clues are there on an animal's body that help us to find out what it eats?</p>	<p>3. Learn the basic structure of common flowering plants.</p> <p>4. Look at the similarities and differences between evergreen and deciduous trees.</p> <p>5. How and why do plants and trees change through the season?</p> <p>6. What's growing in our gardens?</p>	<p>4. How does weather affect us?</p> <p>5. Climate or weather?</p> <p>6. What is the weather like in Sheffield today?</p>
<p><b>Science</b>     <i>Seasonal changes in plants: Children observe seasonal changes throughout the year, including how deciduous and evergreen trees change through the seasons..</i>  <i>Data collection: collect information about the weather throughout the year.</i></p>						
<p><b>Reading</b></p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>	<p>Read Write Inc.</p>
<p><b>English</b></p>	<p><i>Text/s:</i> Beegu by Alexis Deacon <i>Extended writing outcome/s:</i> character account / Opinion</p> <p><b>Spellings: the, she, was, has, is, our, there, were, kind, me</b> (Bold are common exception words)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Writing simple sentences with capital letters, full stops and finger spaces.</li> <li>• Oral rehearsal of sentences</li> <li>• Nouns, verbs, adjectives</li> </ul>	<p><i>Text/s:</i> The Storm Whale by Benji Davies <i>Extended writing outcome/s:</i></p> <ol style="list-style-type: none"> <li>1. Diary writing</li> <li>2. Poetry</li> </ol> <p><b>Spellings:</b> beach, house, sea, <b>water</b>, storm, whale, lonely, secret, <b>friend, bath,</b> (Bold are common exception words)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Writing sentences with capital letters, full stops and finger spaces.</li> <li>• <b>Introduce 'because' as subordinating conjunction</b></li> <li>• <b>Writing questions - introducing</b></li> </ul>	<p><i>Text/s:</i> Augustus and His Smile by Catherine Rayner</p> <p><i>Extended writing outcome/s</i></p> <ol style="list-style-type: none"> <li>1. Short Narrative</li> <li>2. Non-fiction writing / non-chronological report</li> </ol> <p><b>Spellings:</b> Augustus, tiger, <b>find, smile, climb, dance, wild, most, some, all</b> (Bold are Common Exception words)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Writing sentences with capital letters, full stops and finger spaces.</li> <li>• Continue using adjectives</li> <li>• <b>Use the Coordinating</b></li> </ul>	<p><i>Text/s:</i> Traction Man by Mini Grey</p> <p>Extended writing outcome/s:</p> <ol style="list-style-type: none"> <li>1. <i>Graphic novel.</i></li> </ol> <p><b>Spellings:</b> Traction Man, mission, hero, brave, save, rescue, <b>come, they, are, here</b> (Bold are Common Exception words)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• <b>Present tense -ing</b></li> <li>• Use the Coordinating conjunction 'and'.</li> <li>• <b>Use exclamation marks</b></li> </ul>	<p><i>Text/s:</i> Mini Rabbit Must Help!</p> <p><i>Extended writing outcome/s:</i></p> <ol style="list-style-type: none"> <li>1. Instructions</li> <li>2. Letter writing (persuasive)</li> </ol> <p><b>Spellings:</b> (subject to change) Mini Rabbit, <b>you, letter, he, so, because, then, after, ask, love</b> (Bold are Common Exception words)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Capital I for first person pronouns and proper nouns.</li> <li>• Continue using Adjectives for description</li> <li>• Coordination using 'and' 'but' 'so'</li> </ul>	<p><i>Text/s:</i> Lila and the Secret of Rain</p> <p><i>Extended writing outcome/s:</i></p> <ol style="list-style-type: none"> <li>1. Descriptive writing</li> <li>2. Narrative Write</li> <li>3. Poetry</li> </ol> <p><b>Spellings:</b> (subject to change) <b>love, once, said, went,</b> (Bold are Common Exception words)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Capital I for first person pronouns.</li> <li>• Use of exclamation marks</li> <li>• <b>Plurals: s/es</b></li> <li>• Coordination using 'and' 'but' 'so'</li> </ul>

		<p><b>question words and question marks.</b></p> <ul style="list-style-type: none"> <li>Nouns, verbs, adjectives in sentences</li> <li><b>First person: I, we, me, my, mine, us, our</b></li> </ul>	<p><b>conjunctions 'and' and 'but'</b></p> <ul style="list-style-type: none"> <li>Write questions</li> <li><b>-er and -est suffixes</b></li> <li><b>-ed past tense</b></li> </ul>	<ul style="list-style-type: none"> <li>-er and -est suffixes</li> <li>Use co-ordinating conjunction 'and' 'but'</li> <li><b>Contractions (cannot = can't, he is = he's)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Subordination using because</b></li> <li><b>-un prefix</b></li> <li>Contractions (cannot = can't, he is = he's)</li> <li><b>Capital letters for days of the week</b></li> </ul>	<ul style="list-style-type: none"> <li>Subordination using because</li> <li>Using adverbs to describe.</li> <li><b>Past tense (including some irregular)</b></li> <li>Contractions</li> <li><b>Prefixes/suffixes rules reinforcement (-un, -er, -est)</b></li> </ul>
<b>Maths</b>	<p><b>Place Value</b> <b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Place value within 10</li> <li>1 more/1 less</li> <li>Comparing numbers &lt; &gt; =</li> <li>Number lines</li> <li>Ordering numbers</li> <li>Addition within 10</li> <li>Part-whole models</li> <li>Addition fact families</li> </ul>	<p><b>Addition and Subtraction</b> <b>Geometry</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction within 10</li> <li>Number bonds within 10</li> <li>Shape - recognise and name 2D shapes</li> <li>Recognise and name 3D shapes</li> <li>Identify the properties of 2D and 3D shapes</li> </ul>	<p><b>Place value</b> <b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Place value (within 20)</li> <li>Addition and subtraction within 20</li> <li>Doubles within 20</li> </ul>	<p><b>Place Value</b> <b>Measures</b></p> <ul style="list-style-type: none"> <li>Place value (within 50)</li> <li>Counting in 10s from 0</li> <li>Counting in 10s from any number</li> <li>Length and height</li> <li>Weight and mass</li> </ul>	<p><b>Measures</b> <b>Multiplication and Division</b> <b>Fractions</b></p> <ul style="list-style-type: none"> <li>Volume and capacity</li> <li>Recognising equal and unequal groups</li> <li>Making groups</li> <li>Counting in 2s and 5s</li> <li>Understanding a 'whole'</li> <li>Recognising and finding half in shapes, pictorially and numerically</li> <li>Recognising and finding quarters in shapes, pictorially and numerically</li> </ul>	<p><b>Place value</b> <b>Money</b> <b>Time</b></p> <ul style="list-style-type: none"> <li>Place value (within 100)</li> <li>Recognising coins and their value</li> <li>Making amounts of money</li> <li>Days of the week</li> <li>Months of the year</li> <li>O'clock and half past</li> <li>Quarter to and quarter past</li> </ul>
<b>Art</b>	<p>Drawing body parts (link to science)</p> <p>Sketching skills (pencil and chalk)</p> <p>Outcome: To create a chalk drawing of a body part</p>		<p>Painting inspired by The Great Fire of London</p> <ol style="list-style-type: none"> <li>Colour mixing (shade).</li> <li>Colour mixing (yellow and red) to lighten and darken creating an ombre</li> <li>Create movement with</li> </ol>			<p>Printing weather symbols</p> <ol style="list-style-type: none"> <li>Observational drawings to create own designs.</li> <li>To use primary colours to mix and create secondary</li> </ol>

	<ol style="list-style-type: none"> <li>1. Observational drawing.</li> <li>2. Drawing lines with a pencil and chalk</li> <li>3. Pencil and chalk shading.</li> <li>4. Observing body parts, looking at shapes.</li> <li>5. Drawing an outline.</li> <li>6. Creating texture and depth using lines and/or shading.</li> </ol>		<p>brush strokes</p> <ol style="list-style-type: none"> <li>4. Long and short brush stroke size and Plan the final piece.</li> <li>5. Create movement using paint.</li> <li>6. Draw the foreground.</li> </ol>			<p>colours.</p> <ol style="list-style-type: none"> <li>3. To look at the paintings of Andy Warhol and how he influenced Pop Art. Use circles, squares and triangles to create a pattern with paint.</li> <li>4. Plan the final piece.</li> <li>5. Create printing blocks.</li> <li>6. Create a pop art pattern using the prepared printing block from last week.</li> </ol>
<b>DT</b>		<p>Textiles</p> <p><i>How do we decorate our homes for special occasions?</i></p> <p>Outcome: To design and create our own decoration for the holiday</p> <ol style="list-style-type: none"> <li>1. What do decorations look and feel like?</li> <li>2. What is my product going to look like?</li> <li>3. How do I measure, mark and cut material accurately?</li> <li>4. How can I join pieces of fabric together?</li> <li>5. How can I finish my product to make it attractive to others?</li> <li>6. How does my decoration meet the design criteria?</li> </ol>		<p>Nutrition</p> <p><i>How do we make food to keep our bodies healthy?</i></p> <p>Outcome: To create a healthy fruit salad.</p> <ol style="list-style-type: none"> <li>1. What nutrition do our bodies need?</li> <li>2. How do we prepare food safely?</li> <li>3. Where does food come from?</li> <li>4. How do we make food look appealing?</li> <li>5. How do we prepare and consume our food safely?</li> </ol>	<p>Structures</p> <p><i>How can we protect our minibeast?</i></p> <p>Outcome: To create a bug house.</p> <ol style="list-style-type: none"> <li>1. Where do minibeasts live?</li> <li>2. How do I want my bughouse to look?</li> <li>3. What is a suitable material to make my bughouse out of?</li> <li>4. How do I assemble the walls of the bughouse?</li> <li>5. How do I assemble the roof of the bughouse?</li> </ol> <p>How can I make the bughouse appealing?</p>	
<b>Computing</b>	<p><i>What is a computer?</i></p> <p><i>We can name parts of a computer.</i></p> <p><i>We can use a keyboard.</i></p>	<p><i>How do I present data using pictures?</i></p> <p><i>We can present data in charts;</i></p>	<p><i>How do we use Bee-Bots?</i></p> <p><i>An algorithm is a set of instructions that can be followed by a human or a</i></p>	<p><i>What is an algorithm?</i></p> <p><i>Humans control computers by giving them instructions;</i></p>	<p><i>How do I use a school computer independently?</i></p> <p><i>Why do we use a computer to write?</i></p>	<p><i>How do I record sounds and pictures?</i></p> <p><i>A range of devices that can take digital</i></p>

	<i>Understand why passwords are important. Begin to see how information is stored on a network.</i>	<i>different kinds of charts and pictograms; key features of a chart/pictogram; why we use computers; who to share personal information with.</i>	<i>computer to achieve a task. An algorithm inputted on a computer is called a program. Identifying and correcting errors is called debugging. The order of instructions in a program/algorithm is important.</i>	<i>What each button does on a Bee-Bot. The instructions we give to a Bee-Bot is called a program</i>	<i>To use basic icons and where to find options in menus in word-processing software. Where to open and save work at school. How to edit text and why we use particular effects (e.g. bold, underline); Why do we need to keep personal information private.</i>	<i>photos/record audio or create art; (photos can be edited to alter them); Why we use computers; Where to open and save work at school; What makes a good photo/piece of art; Digital content is owned by the person who created it; What to do if they see an upsetting image online</i>
<b>RHE</b>	<i>How do I help my body stay healthy?  Sleep, exercise, diet, teeth, handwashing</i>	<i>Who is my friend?  Should friends tell us what to do?</i>	<i>Who is in my family?</i>	<i>Screen time  Personal information</i>	<i>What makes a good friend?  How do we stop (physical) bullying?</i>	<i>What helps me to be happy?</i>
<b>PE</b>	<i>Athletics Mini Athletics and Fundamental Movement  Outcomes: ● I can run at different speeds. ● I can jump off of 2 feet and land safely. ● I can throw a bean bag in for both power and accuracy.  1. To move in different ways. 2. To jump and land safely. 3. To increase how far we can throw a ball. 4. To keep running without running out of energy too quickly. 5. To improve aiming when throwing. 6. To compete in a mini class competition.</i>	<i>Games Ball Skills and Team Games (attack in the right direction)  Outcomes: ● I can catch larger balls from short distances. ● I can pass a larger size ball towards a teammate in an isolated situation using my hands. ● I recognise who is amongst their own team.  1. To demonstrate different passes in isolation. 2. To pass a ball to a teammate. 3. To dribble a ball using one hand. 4. To attack with</i>	<i>Gymnastics Balance, Movement and Travel  Outcomes: ● I can perform basic balance, travel and flight on the floor. ● I can perform a short floor routine. ● I can be honest when assessing a partner.  1. To vary the way you can travel. 2. To show different shapes in balance. 3. To show different shapes whilst in flight.  <i>Dance</i> Storytelling -Great Fire of London.  Outcomes: ● I can perform a short dance routine that tells</i>	<i>Racket Skills Grip, Contact and Rally  Outcomes: ● I can maintain a two bounce rally with myself. ● I can move in the direction of the ball and not stand still. ● I show patience when someone else's ball goes into your path.  1. To hold the racket with confidence. 2. To consistently make contact with the ball/balloon. 3. To make contact with the ball with a different shot/grip. 4. To serve a shuttle over a line. 5. To rally an object using a badminton</i>	<i>Orienteering Key Features of a Map  Outcomes: ● I can solve problems in teams with the help of teaching staff. ● I attempt to provide solutions when problem solving. ● I try to listen to all children when problem solving.  1. To recognise a location on a map. 2. To recognise key symbols on a map. 3. To recognise basic points of the compass.  <i>A Healthy Me</i> Areas of Being Healthy  Outcomes: ● I can successfully</i>	<i>Striking and Fielding Games Ball Skills, Bat Control. Modified Cricket  Outcomes: ● I can throw and catch using under arm technique. ● I can recognise how to score in a game. ● I can cheer the other children on.  1. To improve ball handling skills on the pitch. 2. To demonstrate specific fielding techniques. 3. To improve accuracy when bowling under arm. To successfully hit a stationery ball within a game. 4. To successfully hit a moving ball.</i>

		<p>purpose and forwards direction.</p> <ol style="list-style-type: none"> <li>To roll the ball with accuracy using both hands..</li> <li>To demonstrate skills covered within mini modified games.</li> </ol>	<p>a story.</p> <ul style="list-style-type: none"> <li>I can use relevant stories to help produce a short dance routine.</li> </ul> <ol style="list-style-type: none"> <li>To recognise how music makes me feel.</li> <li>To use the space available to help tell the story.</li> <li>To use gesture and interpretation to within the dance.</li> </ol>	<p>racket.</p> <ol style="list-style-type: none"> <li>To demonstrate all skills covered in a mini festival.</li> </ol>	<p>take part in various activities to measure fitness.</p> <ul style="list-style-type: none"> <li>I try to support other children when completing fitness activities.</li> </ul> <ol style="list-style-type: none"> <li>To demonstrate various activities at speed.</li> <li>To recognise how to exercise for longer.</li> <li>To recognise what being agile means.</li> </ol>	<ol style="list-style-type: none"> <li>To demonstrate batting, bowling and fielding skills in small sided games.</li> <li></li> </ol>
<b>Music</b>	<p>How can we make friends when we sing together?</p> <p>Introducing Beat</p> <p>Half term song: We Are Together</p> <ol style="list-style-type: none"> <li>Listen and learn 'We are together'.</li> <li>Find the beat in the music</li> <li>Singing in steps, 1-2-3-4-1</li> <li>Head, shoulders knees and toes, moving in time with the music</li> <li>Shapes - playing a percussion instrument on the beat.</li> <li>We talk to the animal - choose when to play, sing or dance</li> <li>Perform and record We are together</li> </ol>	<p>Let's perform -Christmas Concert</p> <p>Introducing performance</p> <ol style="list-style-type: none"> <li>Listen to Christmas performance songs</li> <li>Learn Christmas performance songs</li> <li>What is a performance?</li> <li>Practise our performance</li> <li>How can we make our performance better?</li> <li>Perform to an audience.</li> </ol>	<p>Who stole my chickens and my hens?</p> <p>Using the beat and introducing rests</p> <p>Half term song: Who stole my chickens and my hens?</p> <ol style="list-style-type: none"> <li>Sing a song accurately and copy 4-beat rhythm patterns.</li> <li>Mark rests with body percussion.</li> <li>Using instruments to mark rests.</li> <li>Composing lyrics</li> <li>Creating rhythms</li> <li>Create and record a performance.</li> </ol>	<p>The King is in the castle</p> <ol style="list-style-type: none"> <li>Sing a song and use different voices.</li> <li>Identifying a song structure.</li> <li>Play accompanying rhythms.</li> <li>Explore how music tells a story.</li> <li>Create sound sketches.</li> <li>Play an accompaniment and create a procession.</li> </ol>	<p>Come dance with me.</p> <ol style="list-style-type: none"> <li>To find the beat and sing a response line.</li> <li>Sing a response and play call and response rhythms</li> <li>Sing confidently and play a response on tuned percussion.</li> <li>Sing and play in call and response.</li> <li>To invent new lyrics and turn new lyrics into musical phrases.</li> </ol>	<p>Glockenspiels - play and compose</p> <ol style="list-style-type: none"> <li>Learning to make a sound. Starting and stopping together.</li> <li>How to hold the recorder.</li> <li>To learn to play B.</li> <li>To learn to play A.</li> <li>To learn to play G.</li> <li>Putting our notes together.</li> </ol>
<b>RE</b>	<b>What does it mean to belong to a faith community?</b>	<b>What do Christians believe God is like?</b> <i>(Christianity)</i>	<b>Who is Muslim and how do they live?</b> <i>(Islam)</i>	<b>Who do Christians say made the world?</b> <i>(Christianity)</i>	<b>Who is Jewish and how do they live?</b> <i>(Judaism)</i>	<b>How should we care for the world and others and why does it matter?</b>

	<p><i>(Multi-Faith and non religious/humanist)</i></p> <ol style="list-style-type: none"> <li>1. What does it mean to belong?</li> <li>2. How do Christians show they belong?</li> <li>3. How do Muslims show they belong?</li> <li>4. How do Jewish people show they belong?</li> <li>5. How do people of faith welcome a new baby?</li> <li>6. How do people show that they belong to each other?</li> <li>7. What rules do communities live by?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a parable?</li> <li>2. What is the bible parable of 'The Lost Son'?</li> <li>3. What can parables teach Christians about what God is like?</li> <li>4. What is the bible story of 'Jonah and the Big Fish'?</li> <li>5. What are Christians prayers like?</li> <li>6. How might prayer make a Christian feel?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do Muslims think about God?</li> <li>2. What might a Muslim do to get to know Allah better?</li> <li>3. What do some of the 99 names for Allah mean?</li> <li>4. How do Muslims show their faith?</li> <li>5. What does prayer look like?</li> </ol>	<ol style="list-style-type: none"> <li>1. How are things made?</li> <li>2. What is the Christian 'Big Story' of creation?</li> <li>3. What does the creation story tell Christians about God?</li> <li>4. What do Christians do to show 'thank you' to God?</li> <li>5. What and what are we thankful for?</li> <li>6. What questions could we ask the creator?</li> </ol>	<ol style="list-style-type: none"> <li>1. What items are special to Jews and why?</li> <li>2. What are the words of the Shema?</li> <li>3. What does a mezuzah remind Jewish people about?</li> <li>4. What do Jews believe about God?</li> <li>5. Why is Shabbat important to Jewish people?</li> </ol>	<p><i>(Thematic unit - Christianity, Islam and Judaism)</i></p> <ol style="list-style-type: none"> <li>1. How do we show care for each other?</li> <li>2. What does the bible tell Christians about how they are special to God?</li> <li>3. What do Jewish people believe about being special to God?</li> <li>4. What do Muslims believe about caring for others?</li> <li>5. How are some people inspired to help others?</li> <li>6. How do people today show care for others?</li> </ol>
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