

| Subject | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>ENGLISH</p> | <p>Text Level = Entertain – narrative & poetry, Inform – reports & Recount – diaries</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p> | <p>Text Level = Entertain – narrative & poetry, Persuade- formal letter, Inform – reports & Recount – diaries, Instruct & Recount - journalistic</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p> | <p>Text Level = Entertain – narrative & poetry, Persuade- formal letter & poster/leaflet, Inform – reports, Recount – diaries, Explanations, Discussion & Recount - journalistic</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p> | <p>Text Level = Entertain – narrative & poetry, Persuade- formal letter & poster/leaflet, Inform – reports, Instruct, Recount – diaries, Explanations, Discussion & Recount - journalistic</p> <p>Sentence level & word level see Planning Framework</p> <p>Spoken language- Opportunities for a variety of audience and purposes, including drama, formal presentations and debate?</p> |
| <p>MATHS</p> | <p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, MEASUREMENT, GEOMETRY- Properties of shapes STATISTICS</p> | <p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (including decimals), MEASUREMENT, GEOMETRY- Properties of shapes & position and direction & STATISTICS</p> | <p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (including decimals & percentages), MEASUREMENT, GEOMETRY- Properties of shapes & position and direction & STATISTICS</p> | <p>NUMBER: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (including decimals & percentages), RATIO & PROPORTION, ALEGBRA, MEASUREMENT, GEOMETRY- Properties of shapes & position and direction & STATISTICS</p> |
| <p>SCIENCE</p> | <p>GREEN FINGERS PLANTS- parts & life cycle of flowering plants</p> <p>WHY ANIMALS ARE HUMAN TOO ANIMALS & HUMANS – healthy living, skeletons and muscles</p> <p>SHAKE ROCK AND ROLL!</p> | <p>IS THERE A PLACE FOR EVERYTHING?</p> <p>LIVING THINGS & HABITATS – environments & effect of human impact (nature reserves, ponds, litter or deforestation)</p> <p>WHERE DOES MY FOOD GO?</p> | <p>CIRCLE OF LIFE LIVING THINGS & HABITATS – life cycles of mammal, an amphibian, insect and bird & reproduction in plants and animals (use of local</p> | <p>CLASSIFYING CRITTERS LIVING THINGS & HABITATS – plants & animals including micro-organisms, vertebrates etc., classification</p> <p>YOU CHOOSE</p> |

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| | <p>MATERIALS – Rocks SHADOW DANCERS LIGHT- seeing things, sun, shadows WHAT'S THE ATTRACTION? FORCES & MAGNETS</p> | <p>ANIMALS & HUMANS – Main body parts & systems, teeth, food chains CHANGING STATES STATES OF MATTER – Solid, liquid & gases, temperature effects GOOD VIBRATIONS SOUND- musical instruments BATTERIES INCLUDED ELECTRICITY- circuits</p> | <p>environment – to observe life cycle changes, hatching chicks?) GROWING PAINS ANIMALS & HUMANS – timeline of humans (puberty) NO WAY BACK PROPERTIES OF MATERIALS & CHANGES OF- link to chemists STAR GAZER EARTH & SPACE- shadow clocks & sundials MAY THE FORCE BE WITH YOU! FORCES-gravity, air resistance, mechanisms, levers and pulleys</p> | <p>ANIMALS & HUMANS – circulatory system, impact of diet, exercise, drugs A VOYAGE OF DISCOVERY EVOLUTION & INHERITANCE- change over time, fossils, offspring, adaptation, (Charles Darwin) BE DAZZLED LIGHT- built on from Y3 rainbows, colours on soap bubbles etc.) WILL MACHINES EVER RULE THE WORLD? ELECTRICITY – built on from Y4-voltage, components make a useful circuit eg. a burglar alarm</p> |
| <p>HISTORY</p> | <p>Changes in Britain from the Stone Age to the Iron Age Time traveller Children will journey through a million years of prehistory looking at 'Prehistoric Britain'. This topic explores the lives and legacy of early Britons and settlers, including those who lived during the Stone, Bronze and Iron Ages. Children will discover how humans first came to Britain, how they lived and what developments were made in each era. They will have the opportunity to consider how and why the ways of life adopted by prehistoric people slowly changed over time.</p> | <p>Britain's settlement by Anglo-Saxons and Scots Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor Invaders or Settlers? Journey back to the 5th century as the children discover the fascinating world of the Anglo-Saxons and Vikings. Discover how and when the Anglo-Saxons invaded and settled in Britain, how they lived when they got there, how they converted to Christianity and much more! All this is explored in the context of the archaeological discovery of</p> | <p>A non-European society – Mayan Rites and Rituals The children will journey to Mesoamerica, the land of the ancient Mayans, and explore this fascinating civilisation. They will be finding out where the Mayans lived, what their lives were like, and how their societies were organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries. <i>Pupils will also get the opportunity to create their own mask inspired by Mayan art!</i></p> | <p>A long term study beyond 1066- power struggle, change, industrialisation? Bombs, Battles and Bravery- WW2. This topic will look at WW2. Pupils will find out about the roles of the armed forces in this battle, how London survived the Blitz, The Battle of Britain and The Holocaust. <i>They will study the work of Clarice Cliff and produce food dishes on a ration. They will also produce their own propaganda poster and create a large scale mural of London during the Blitz using silhouettes.</i></p> |

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| | <p><i>They will produce their own cave paintings to depict a story.</i></p> <p>Roman Empire and its impact on Britain What did the Romans do for us? Sewage systems, the calendar, paved roads, turnips and carrots are all things that were introduced to Britain by the Romans. But where did they come from and why were they here? The children will travel back to Roman Britain to explore why Britain was invaded and settled by the Romans and what effect this had on the future of Britain. They will learn about the rise of the Roman Empire in Britain, opposition from the Celts and the legacy that was left behind when they went home. <i>They will also produce their own pieces of art work using mosaic tiles.</i></p> <p>The achievements of the earliest civilisations – Ancient Egypt The Land of the Pharaohs! The children will journey back to the land of the Pharaohs and discover the fascinating world of Ancient Egyptian history. They will learn about: the River Nile and its role in ancient life; Tutankhamen and the story of his tomb discovery' the grisly process of mummification, the pyramids, daily</p> | <p>the burial ship discovered at Sutton Hoo and the Staffordshire hoard and will provide a mysterious clue hunting mission. This topic also explores the Viking's invasion and how this affected our land. The children will consider why Vikings were on the move from Scandinavia and how their navy technology was top notch, as well as where and when the invasions of Britain took place and how Anglo Saxons felt about them. Not forgetting of course the Viking way of life and how and when the Vikings left Britain.</p> <p>Local History – It's Our Heritage! This topic will include British history elements in our local area, focusing on the history of cultural and social change.</p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p> | <p>Ancient Greece The Ancient Greeks The children will learn about one of the most fascinating civilisations in history as they discover who the Greeks were. In this topic, children will explore Ancient Greece through theatre, myths and logic. They will look at the gods they worshipped on Mount Olympia and ask if their pioneering nature really did make them the first geeks.</p> <p>A long term study beyond 1066- power struggle, change, industrialisation. The good, the bad and the ugly The children will take a journey through British history and discover how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, they will discover how changes in society create changes in the kind of crimes that are committed, as well in which the ways they are punished. They will find out about Britain's most notorious criminals and how the police force was set up to catch them. <i>They will produce art</i></p> | <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p> |
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| | <p>life in Ancient Egypt and the importance of remaining artefacts. When looking at the River Nile, they will also look at the water cycle, find out how rivers are formed, investigate why rivers are important and what they are used for, river pollution and its effects</p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p> | | <p><i>inspired by Banky's work related to crime and punishment.</i></p> <p>Investigate & interpret the past, build an overview of world history, understand chronology, communicate historical information</p> | |
| <p>GEOGRAPHY</p> <p><i>SPACE, PLACE, SCALE</i></p> | <p>'Placing Places' Passport to Europe</p> <p>The children will have their eyes opened to the continent they live in. They will learn all about how the UK is organised into its countries, counties and cities, as well as learning about the human and physical features of Great Britain. They will then build on this knowledge and use their map skills to identify different areas in Europe. At the end of the topic, the children will test their fieldwork skills by planning a route around school using locational language.</p> <p>Locational and Place knowledge Human & Physical Geography Map skills & fieldwork</p> | <p>'Placing Places' The Amazing Amazon</p> <p>As well as studying the river, the land around it and the people who populate it, children will also study the more unusual aspects of this amazing river. They will also look at Fairtrade and trade links around the world by following the journey of a chocolate bar.</p> <p>Angry Earth</p> <p>In this topic, children will find out all about volcanoes and what causes them. They will try to find out why people still live by something so dangerous. <i>Children will make a model of a volcano and stimulate an eruption.</i></p> | <p>'Placing Places' Poles Apart!</p> <p>In this topic, the children will explore their world through their understanding of the world poles and regions. They will also study different maps used by explorers and how these have changed over time. <i>They will find out about the lives of famous polar explorers such as Robert Scott and Ernest Shackleton. They will look at the book "Ice Trap" in English.</i></p> <p>Around the World in 35 Days!</p> <p>In this unit, pupils will be taken on a journey around the world, identifying countries and cities using 6 figure grid referencing. They will also use different kinds</p> | <p>'Placing Places' I'm a year 6, can you get me out of here!</p> <p>The children will use the eight points of a compass, four figure grid references, symbols and a key (including use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world. They will look at a bird's eye view of their school and maps of the immediate area, considering why Conisbrough exists and what would have brought people to live here. They will look at OS maps to plan a route between two local points.</p> |

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| | | <p>Locational and Place knowledge Human & Physical Geography Map skills & fieldwork</p> | <p>of maps such as atlases, google maps, to identify main mountain ranges and the longest rivers around the world. They will then end their journey in the USA, where they will study environmental regions, key physical and human characteristics and the importance of tourism in certain areas.</p> <p>Locational and Place knowledge Human & Physical Geography Map skills & fieldwork</p> | <p>Locational and Place knowledge Human & Physical Geography Map skills & fieldwork</p> |
| <p>DESIGN TECHNOLOGY</p> | <p>Materials – Structures <i>Using strong shell structures:</i> Packaging, Disposable lunchboxes, Party boxes Cool boxes, Gift boxes or bags, Desk tidy</p> <p><i>OR - strengthening framework structures:</i> Photograph frames, Toy furniture, Stick puppet, Bird feeder, Indoor mobiles, Garden mobiles, Kites</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p> | <p>Electrical <i>Using simple switches and circuits to make a functional product:</i> Torch, Table light, Night light, Puppet theatre lighting, Circus entrance, Fairground stall, Greetings card, Board game</p> <p>Design and make a torch linked to Science</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p> | <p>Materials – Textiles <i>Use a 2D fabric shape to make a 3D product; accuracy in pattern making:</i> Sports bag, Peg bag, Sun visor, Sun hat, Mobile phone case, Wall hanging with storage pockets, T Shirt</p> <p>Design and make a T-Shirt linked to Star Gazer Science Topic (fringing, pockets, tie dye, stencilling, batik)</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p> | <p>Mechanisms <i>Use cams to change rotary movement into linear or reciprocating movement:</i> Moving toys, Vehicles that bob up and down, Toys that illustrate a story or nursery rhyme</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p> <p>HIRED OR FIRED! This is an Inspire Enterprise topic, which will give the children an opportunity to create and market their own products using skills</p> |

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| | | | | they have learnt in design and technology. |
| ART | <p>Painting and drawing, sculpture, printing.</p> <p><u>Time Traveller- Drawing and painting</u></p> <p>The children will produce cave paintings of Stone Age animals using oil pastels, chalk and charcoal.</p> <p><u>Passport to Europe- Printing (Artist study)</u></p> <p>The children will produce a printing pattern inspired by William Morris. They will create their own pattern and use foam to carve their print on.</p> <p><u>What did the Romans do for us? - Sculpture</u></p> <p>Using Roman mosaics as inspiration, the children will design and make their own mosaic using ceramic tiles.</p> <p>Explore & develop Create Improve & evaluate</p> | <p>Painting and drawing, sculpture, printing.</p> <p><u>Invaders and Traders- Sculpture</u></p> <p>Exploring images of Viking ships, the children will draw one of their own. They will then use their drawing and a variety of materials to create 3D Viking ships.</p> <p><u>Amazing Amazon- Printing (Artist study)</u></p> <p>The children will study rainforest art by the artist Henri Rousseau. They will then sketch an animal from the Amazon rainforest. They will then transfer this image onto foam blocks in order to print it.</p> <p><u>Krindlekrax- Drawing and painting (Book focus)</u></p> <p>Using their class book, 'Krindlekrax', the children will explore the illustrations and use them to inform their own drawings. They will then create a painting of the monster from the</p> | <p>Painting and drawing, sculpture, printing.</p> <p><u>The Ancient Greeks- Sculpture</u></p> <p>The children will explore a range of Grecian pots and select patterns and designs to use on their own pots.</p> <p><u>The Good, The Bad and The Ugly- Drawing and painting. (Artist study)</u></p> <p>In this topic, the children will study the artist Banksy and produce drawing/paintings inspired by his work.</p> <p><u>Around the World in 35 Days- Printing</u></p> <p>The children will recreate a scene of a famous landmark i.e. The Eiffel Tower, using relief printing.</p> <p>Explore & develop Create Improve & Evaluate</p> | <p>Painting and drawing, sculpture, printing.</p> <p><u>Bombs, Battles and Bravery – Drawing and painting</u></p> <p>The children will study a variety of paintings and sketches linking to Britain during the war. They will collaborate with their peers to create a persuasive painting or sketch which will encourage people at home to win the war.</p> <p><u>Hired or Fired!</u></p> <p>In this topic, the children will design and create a piece of packaging for a product that they will be designing. This topic will allow the children to use a variety of skills that they have been taught throughout the year in order to make an aesthetically pleasing product.</p> <p>Explore & develop Create Improve & Evaluate</p> |

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| | | <p>book using a variety of painting techniques.</p> <p>Explore & develop Create Improve & evaluate</p> | | |
| MUSIC | <p>Glockenspiel Stage 1</p> <p>Magical Christmas Journey (music for a performance)</p> <p>The Dragon Song</p> | <p>Glockenspiel Stage 2</p> <p>Magical Christmas Journey (music for a performance)</p> <p>Lean on Me/Blackbird</p> | <p>Living on a Prayer</p> <p>Classroom Jazz 1</p> <p>Dancing in the Street</p> | <p>Classroom Jazz 2</p> <p>Happy</p> <p>You've got a friend</p> |
| PE | <p>Games, Dance, Gymnastics, Athletics, Outdoor & adventurous activities & Evaluating and improving performance</p> | <p>Games, Dance, Gymnastics, Athletics, Outdoor & adventurous activities & Evaluating and improving performance</p> | <p>Games, Dance, Gymnastics, Swimming, Athletics, Outdoor & adventurous activities & Evaluating and improving performance</p> | <p>Games, Dance, Gymnastics, Athletics, Outdoor & adventurous activities & Evaluating and improving performance</p> |
| ICT & COMPUTING | <p>Programming: We are animators (Scratch) We are Game Creators (Hopscotch)</p> <p>Digital Literacy: Jack and the Beans Talk (PowerPoint)</p> <p>Data Handling:</p> | <p>Programming: We are maths artists (Hopscotch) We are software developers (Scratch)</p> <p>Digital Literacy: We are researchers (Wiki / blog using Word / Publisher)</p> | <p>Programming: Inputs / outputs (Junior Control insight; Lego 'We Do') We are traders Scratch (Including debugging)</p> <p>Digital Literacy: We are co-authors (Wki tools / media wiki)</p> | <p>Programming: We are App developers X 2 units (Inventor; Touch Develop) We are Game developers (Kodu)</p> <p>Digital Literacy: We are Explorers</p> |

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| | <p>We are opinion pollsters (Google Forms)</p> <p>Art / Design:</p> <p>We are Photographers (Phoxo)</p> <p>Video & camera work:</p> <p>We are Sports presenters (iMovie)</p> | <p>Data Handling:</p> <p>We are Meteorologists (Excel, Google Sheets, PowerPoint)</p> <p>Art / Design:</p> <p>We are artists (Inkscape, Terragen Logo)</p> <p>Video & camera work:</p> <p>We are Travel Presenters (iMovie)</p> | <p>Data Handling:</p> <p>We are Historians/statisticians (Databases)</p> <p>Art / Design:</p> <p>We are Architects (Google Sketch up)</p> <p>Video & camera work:</p> <p>We are Advertisers (Windows Movie Maker)</p> | <p>(Google Earth Live)</p> <p>Data Handling / Video & camera work:</p> <p>We are Environmentalists (Simulation software, Windows Movie Maker)</p> <p>Art / Design:</p> <p>We are Publishers (Year book) (Choice of media)</p> |
| <p>LANGUAGES (Spanish)</p> | <p>By the end of Year 3, most children should be able to:</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> - Enjoy listening to and speaking in the language - Listen and respond to familiar spoken words, phrases and sentences - Communicate with others using simple words and phrases and short sentences - Understand conventions such as taking turns to speak, valuing the contribution of others - Use correct pronunciation in spoken work. <p>Literacy:</p> <ul style="list-style-type: none"> - Recognise and understand some familiar words and phrases in written | <p>By the end of Year 4, most children should be able to:</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> - Listen to and identify words and short phrases - Communicate by asking and answering a wider range of questions - Memorise and present a short text. <p>Literacy:</p> <ul style="list-style-type: none"> - Read and understand familiar written phrases - Follow a short text while listening and reading, saying some of the text - Read a wider range of words, phrases and sentences aloud - Write some familiar words and phrases without help. | <p>By the end of Year 5, most children should be able to:</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> - Pick out some of the detail from short spoken passages - Enjoy interacting even when they hear unfamiliar language - Join in a short conversation - Make a short presentation using a model. <p>Literacy:</p> <ul style="list-style-type: none"> - Read and understand some of the main points from a text - Understand how a | <p>By the end of Year 6, most children should be able to:</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> - Listen to and understand the main points and some detail from a short spoken passage - Give a presentation in a clear audible voice - Converse briefly without prompts - Enjoy listening and speaking confidently. <p>Literacy:</p> <ul style="list-style-type: none"> - Read aloud with confidence, enjoyment and expression, in chorus or individually - Read and understand the main points and |

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| | <p>form</p> <ul style="list-style-type: none"> - Read aloud in chorus, with confidence and enjoyment, from a known text - Write some familiar simple words using a model - Write some familiar words from memory. | | <p>simple sentence is written</p> <ul style="list-style-type: none"> - Write words, phrases and a few sentences using a model. | <ul style="list-style-type: none"> - some detail from a short written passage - Write several sentences from memory - Develop a short text using a model. |
| <p>RE</p> <p><i>Enquiry based learning – a theme every half term</i></p> | <p>Autumn Theme: Christmas Focus: God with us.</p> <p>Children are given the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Know that Christmas is a celebration of God’s presence with us. - Know that Christians believe God is with us through his son Jesus - Know that we believe that the presence of God changes our lives - Be able to talk about the actions of Christians showing Jesus’ presence in the world. - Make links between their own experiences and the experiences of others. | <p>Autumn Theme: Christmas Focus: Exploring the symbols of light & Judaism.</p> <p>Children will explore the Christian concept that Jesus is the light of the world and the multi-faceted metaphor of bringing light into peoples lives.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Be able to retell stories from the life of Jesus through drama and art. - Begin to identify the impact of religion on believer’s lives. - Identify values in their own behaviours and beliefs. <p>Spring Theme: Easter Focus: Exploring Easter as a story of betrayal and trust.</p> <p>Pupils will be given the opportunity to reflect upon the importance of power and effect of betrayal, trust and forgiveness.</p> | <p>Autumn Theme: Christmas Focus: Christmas around the world.</p> <p>Children will develop their perceptions of Christmas beyond their experiences in Britain and to increase their understanding of Christianity as a world faith.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - To be able to describe the differences and similarities between Christmas around the world. - Make links between story, beliefs and actions. - To be able to describe and show understanding of why Christmas is such an important time for Christians. | <p>Autumn Theme: Christmas Focus: How do Christians prepare for Christmas?</p> <p>Children will delve deeper into the themes of the seasons of Advent.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Be able to describe the Symbolism, practices, beliefs and themes of the seasons of Advent. - Know the distinctive beliefs between Jews and Christians with regard to Jesus and the Messiah. - Know the story of John the Baptist. - To be able to highlight the similarities and differences in beliefs between two Christian denominations on the subject of Mary. - Consider what they learn from the lifestyle and message of John the Baptist. |

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| | <p>Spring Theme: Easter Focus: Exploring the sadness and joy of Easter.</p> <p>Children are given the opportunity to explore the Easter story by focusing on the feelings evoked by the different events throughout Holy Week.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Be able to retell stories of the events of Palm Sunday, Holy Week and Easter - Be able to make links between beliefs and religious stories. - Be able to use religious vocabulary and show understanding. Of the significance of the Easter story. - Be able to make links between values and behaviours. <p>Summer Theme: Rules Focus: What rules should we follow?</p> <p>Pupils are given opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Know that Moses received the 10 commandments from God | <p>Our Challenges:</p> <ul style="list-style-type: none"> - Be able to identify and explain the significance of the incidents of betrayal and trust in the Easter stories. - Be able to talk about the importance of forgiveness in Christianity. - To be able to describe what they think the deeper meaning of 'trust' is. <p>Summer Theme: Churches Focus: Are all churches the same?</p> <p>Children will be given an understanding of the church in its widest sense. To see the similarities and differences between denominations and to develop further their concept of symbolism.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Name parts of the church building. - Be able to make links between Bible stories and the church building. - Know some of the similarities and differences between Anglican, Methodist and Catholic traditions. - Be able to describe how the church building reflects Christian beliefs. | <p>Spring Theme: Easter Focus: Why do Christians believe that Easter is a celebration of Victory?</p> <p>Children will explore the Easter story as the story of Christ's triumph and victory over death.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Be able to retell the Easter story in detail from Maundy Thursday through to the resurrection appearances. - To be able to explain why Christians believe that Jesus was victorious over death and rose again to life on Easter Sunday. - Understanding why the Easter story is at the very heart of Christian belief and therefore impacts on the daily life of a believer. <p>Summer Theme: The Bible. Focus: How and why do Christians read the Bible?</p> <p>Children will understand the importance and impact the bible has on/for Christians.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - To be able to talk about different versions of the bible and say which they prefer and why? | <p>Spring Theme: Easter Focus: Who was Jesus? Who is Jesus?</p> <p>Children will consider their own point of view of 'Who is Jesus?' and 'Who was Jesus?'</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Be able to use Bible passages as a source to discover the answer to the question, 'Who was Jesus?' - Express the opinions of others today and from in the past when answering questions. - Be able to use a wide range of religious vocabulary to explain the impact of religion in people's lives. - Be able to ask good questions about meaning, purpose and truth. <p>Summer Theme: Christmas Focus: Celebrating the Eucharist.</p> <p>Children will gain an understanding of Eucharist and the deeper meaning of the symbolism and reasons for the celebration.</p> <p>Our Challenges:</p> <ul style="list-style-type: none"> - Know why Christians celebrate the Eucharist service. - Be able to highlight the links between the Eucharist service and the Last Supper. |
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| | <ul style="list-style-type: none"> - Know that commandments are the rules on which Christian and Jewish societies founded their law. - Be able to create their own rules for living - Know that accepting rules affects our behaviours. | <ul style="list-style-type: none"> - To be able to tell, describe and explain what they would learn from the behaviour of Peter, Judas and the women. | <ul style="list-style-type: none"> - To be able to interpret deeper meaning of the content of the bible by looking at the titles given. - Be able to link passages to Christian behaviours. - Know why and how the bible is read and used by Christians. | <ul style="list-style-type: none"> - Be able to show understanding of the Christian practices and beliefs revealed in the celebration of the Eucharist. - Be able to understand and meaning of the word 'Remembrance'. |
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