



WILLOW WOOD PRIMARY SCHOOL

Foundation Subjects Medium Term Planning and Assessment Guide

YEAR 1

ART
DESIGN TECHNOLOGY
GEOGRAPHY
HISTORY
COMPUTING & AI
MUSIC
PE
PSHE & RSE
RE

***Statements in bold are taken directly from NC documents. Statements not in bold are skills we think are important for the topic.**

Key art skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	To use a range of materials creatively to design and make products.
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.
	Think critically and develop a more rigorous understanding of art and design.
	Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

WILLOW WOOD PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT

ART& DESIGN YEAR 1

Portraits	Term 1
	To use a range of materials creatively to design and make products.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Be able to draw a recognisable face featuring eyes, nose, mouth, eyebrows, chin, ears etc (key skill – face shape)
	Be able to mix at least 3 flesh/skin tones using a given palette and describe them in terms of 'darker' and 'lighter', relative to each other.
	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.
Observational Drawing	Term 2
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	Be able to identify and name the primary colours – red/ yellow/ blue
	Be able to identify and name the secondary colours – orange / purple / green
	To know how to mix secondary colours using primary colours.
Artist study – Mondrian	Term 3 Why was Mondrian's style of painting different to artists in the past?
	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Think critically and develop a more rigorous understanding of art and design.
	Know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.
	To discuss how the work of an artist has influenced their own work.

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT ART & DESIGN YEAR 1

Term 1	Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2	Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3	Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

WILLOW WOOD PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT DESIGN TECHNOLOGY YEAR 1

Key design and technology skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs, wants and values.
	Draw on disciplines such as mathematics, science, engineering, computing and art.
	Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
	Develop a critical understanding of design and technology and its impact on daily life and the wider world.
	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate effectively in an increasingly technological world.

Sock Puppets	Term 1
	Explore and evaluate a range of existing products.
	Design purposeful, functional and appealing products for themselves and other users based on design criteria.
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups, information and ICT.
	Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)
	Select from and use a wide range of materials and components, including textiles, according to their characteristics.
	Be able to cut and join at least 2 different materials safely, using appropriate techniques/tools with some accuracy.
	Be able to create & follow a plan for a sock showing the sequence of their work & make it similar to their original design.
	Evaluate their ideas and products against design criteria.

Make a model building	Term 2
	Design purposeful, functional and appealing products for themselves and other users based on design criteria.
	Be able to make a representation of a historic building, using construction toys or junk materials, following simple instructions
	Build structures, exploring how they can be made stronger, stiffer and more stable.
	Be able to draw and talk about their plans for their model building.
	Explore and use mechanisms e.g. levers, sliders, wheels and axles in their products.
	Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)
	Select from and use a wide range of materials and components, including textiles, according to their characteristics.
	Evaluate their ideas and products against design criteria.
	Understand how key events and individuals in design and technology have helped shape the world.

Making Fruit Salad	Term 3
	Design purposeful, functional and appealing products for themselves and other users based on design criteria.
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups, information and ICT.
	Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)
	Select from and use a wide range of materials and components, including textiles, according to their characteristics.
	Explore and evaluate a range of existing products.
	Know appropriate vocabulary related to fruit & food preparation, raw, cooked, skin, pips, peel, scrape, slice, grate, chop etc.
	Evaluate their ideas and products against design criteria.
	Use the basic principles of a healthy and varied diet to prepare dishes.
	Understand where food comes from.

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT DESIGN TECHNOLOGY YEAR 1

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

WILLOW WOOD PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT GEOGRAPHY YEAR 1

Key Geography skills to be taught across all topics and considered when making an assessment judgement include:

Aims
Have curiosity and fascination about the world and its people.
Have knowledge of diverse places, people, resources and natural and human processes.
Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Journeys and Maps Forest School Autumn 1	Term 1 Q - Why do we need maps? (discussion)
	Devise a simple map.
	Use and construct basic symbols in a key.
	Use simple compass directions and locational and directional language (N, S, E, W, near, far, left, right) to describe the location of features and routes on a map.
	Use human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as countries, continents and oceans.
	To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.
	Use simple fieldwork and observation skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Weather	Term 2 Q – How does the weather change in each season?
	Describe the weather of the day using appropriate weather terms e.g. rain, snow, sun, hail, etc...
	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	To be able to identify at least 2 ways in which the weather has an effect on people's lives or on the environment.
Sunderland Local Study	Term 3 Q- Can you describe what your local area is like and say how it is different to another part of Sunderland?
	Be able to describe Sunderland / their locality using appropriate geographical vocabulary (beach, cliff, coast, hill, sea, etc) and with reference to given geographical features (i.e. it is near the coast, next to a river, is a town etc.)
	Use basic geographical vocabulary appropriately – physical vocabulary inc; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation
	Use human vocabulary inc; city, town, village, factory, farm, house, office, port, harbour and shop.
	Use world maps, atlases and globes to identify the United Kingdom and its countries as well as countries, continents and oceans.
	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.

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Key historical skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Developing an awareness of the past, using common words and phrases relating to the passing of time.
	Know where the people and events they study fit within a chronological framework.
	Identify similarities and differences between ways of life in different periods.
	Use a wide vocabulary of everyday historical terms.
	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Awareness of the Past including Toys	Term 1 Q – How have toys changed over time?
	Identify and understand changes within living memory (where appropriate these should be used to reveal changes in national life).
	Find out about toys / objects / homes etc from the past by observing old artefacts or looking at pictures.
	Use a wide vocabulary of everyday historical terms.
	Developing an awareness of the past, using common words and phrases relating to the passing of time.
	Identify similarities and differences between ways of life in different periods.
	Recognise some characteristics of objects from the past, e.g. materials used, tin, wood, china, clockwork, mechanisms.
Passing of Time	Identify a wide range of differences between past and present objects and give reasons.

Passing of Time	Term 2 Q- How have things changed from when your grandparents were born to now?
	Identify and understand changes within living memory (where appropriate these should be used to reveal changes in national life).
	Recount events/episodes from their own experiences.
	Know that their grandparents are older than their parents, who are, in turn, older than themselves.
	Be able to name at least 4 appliances that they have at home that their great/grandparents didn't.
	Recognise and use at least 4 common words/phrases related to the passing of time, when putting events/artefacts in chronological order. e.g. then, now, long ago, olden days, past, present, years ago

Great Fire of London	Term 3 Q – Can you describe how the Great Fire of London started and why it spread?
	Identify and understand changes within living memory (where appropriate these should be used to reveal changes in national life).
	Know about events beyond living memory that are significant nationally or globally.
	Know about the lives of significant individuals in the past who have contributed to national and international achievements.
	To research the cause of the Great Fire of London and its affect at the time.
	To investigate the difficulties of dealing with the fire eg wooden houses, lack of water at the scene, weather conditions etc
Lives of significant individuals	To read Samuel Pepys' diary and understand that it is a personal account of the events at that time.

Lives of significant individuals	Term 3 Q – Can you describe the main events in the life of a significant person from the past?
	Identify and understand changes within living memory (where appropriate these should be used to reveal changes in national life).
	Know about events beyond living memory that are significant nationally or globally.
	Know about the lives of significant individuals in the past who have contributed to national and international achievements.
	To investigate how these individuals contributed to history using a range of sources (EBL) Books, internet, video etc
	Be able to describe how the invention of the Wright Brothers has changed over time

WILLOW WOOD PRIMARY FOUNDATION SUBJECTS ASSESSMENT SUBJECT HISTORY YEAR 1

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Key computing skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
	Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.
	Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
	Are responsible, competent, confident and creative users of information and communication technology.
	Demonstrate digital literacy and be able to use and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants of the digital world.
	Recognise common uses of information technology beyond school.

Information Around Us	Term 1
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Recognise common uses of information technology beyond school.
	Use the internet to search for information.
	Gathered information from a variety of sources.
	To know that information can be presented as static text / pictures or animations.

AI: Autumn 1 - What is a Machine?

Understand machines vs living things.

2 Logo	Term 1
	Create and de-bug simple programs.
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
	Create and debug simple programs.
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Use logical reasoning to predict the behaviour of simple programs.

AI: Autumn 2 - What is a Robot?

Recognise robots as machines that follow commands.

2 Paint	Term 2
	Used painting programme to create a simple picture with support.
	Used painting programme to create a simple picture and be able to select some simple tools (paintbrush, pencil).
	To select and use a range of different tools eg, paint spray, stamps, shapes etc...
	Been able to explaining their choices for their picture.

AI: Spring 1 - Real or Made-Up?

Spot the difference between real photos and fictional images.

2 Go / Beebots	Term 2
	Use logical reasoning to predict the behaviour of simple programs.
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
	Create and debug simple programs.
	Use logical reasoning to predict the behaviour of simple programs.
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	To use directional language to control an object on the floor or on screen.

AI: Spring 2 - Computers Follow Instructions

Understand step-by-step instructions.

Online Safety	Term 3
	Use technology safely and respectfully, keep personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	Recognise common uses of information technology beyond school.
	Explain how something online might make someone feel worried or sad.
	Identify what personal information is and the importance of not sharing this.
	Understand information that can be shared and information that cannot be shared and display this in a 'Shop Window' about themselves.

AI: Summer 1 - Patterns All Around Us

Machines notice patterns just like people.

2 Graph	Term 3
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
	Entered information into a graph/data programme about Science / History topic.
	Created a pictogram to represent information from History / Science topic with support.
	Created a pictogram to represent information of their own choice independently

AI: Summer 2 - Technology in Our Community

See where technology helps people.

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Aims	
	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
	Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Listen and appraise	Children will
	1L1. Listen with concentration and understanding to a range of high quality live and recorded music. <i>How we deliver this:</i> Our listening repertoire is broad and diverse — different periods, genres, styles and traditions — from Year 1 onward.
	1L2. Find the pulse whilst listening and using movement. <i>How we deliver this:</i> Every session starts with finding and moving to the pulse, before any other content.
	1L3. Build an understanding of pulse and its role in as the foundation of music, every piece of music has a pulse. <i>How we deliver this:</i> Pulse and rhythmic feel underpin every other skill we teach.
	1L4. Start to use the correct musical language to suit the style of music they are learning about. <i>How we deliver this:</i> Rhythm syllables and note names give children the vocabulary to talk about what they hear.
	1L5. Start to recognise instruments when listening. <i>How we deliver this:</i> Hands-on work on percussion and tuned instruments, alongside varied listening, builds early instrument recognition.
Singing	Children will:
	1S1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>How we deliver this:</i> Voice work — singing, chanting, rhythm syllables — is the starting point for every new rhythm or piece, before it's played.
Playing instruments	Children will:
	1P1. Play tuned and untuned instruments musically. <i>How we deliver this:</i> Play starts on untuned percussion, moving to tuned instruments (glockenspiel, xylophone, keyboard) later in the year, where children embed knowledge of pulse, rhythm syllables and note lengths. We use a Kodaly-informed method of sing/clap/play where children sing rhythm syllables first, then physicalise them through clapping, before playing them on instruments. This helps embed the knowledge robustly and sustainably. Children in this year group are introduced to our core Kodaly-informed rhythm syllables - Semibreve - Too-oo-oo-oo; Minim - Too-oo; Crotchet - Ta; Pair of Quavers - Ti-Ti, and Semi-Quavers - Ti-ka-ti-ka.
	1P2. Learn to treat each instrument with respect and using the correct techniques to play them. <i>How we deliver this:</i> Correct handling and technique is taught alongside every new instrument as standard practice.

Improvisation & Composition	Children will:
	1C1. Experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>How we deliver this:</i> Children experiment with simple sound and rhythm choices as part of making up their own patterns.
	1C2. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding. <i>How we deliver this:</i> This is where children start putting rhythm patterns together into short structured pieces.
	1C3. Start composing two notes, increasing to three notes and beyond if required. <i>How we deliver this:</i> As tuned instruments come in later in the year, children begin very simple understanding and practice of note-based composition.
	1C4. Make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies. <i>How we deliver this:</i> This is the heart of our note-value and rhythm-syllable work — making up and notating rhythmic patterns from very early on. Experimenting with sketching and creating their own patterns and exploring them on instruments or voice.
	1C5. Record their composition in any way appropriate. <i>How we deliver this:</i> Children record what they've made up by writing the matching note-value symbols or performing it back for the class.

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

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Aims	
	Develop competence to excel in a broad range of physical activities.
	Are physically active for sustained periods of time.
	Engage in competitive sports and activities.
	Lead healthy, active lives.

Dance	Learning Outcome
	Perform dances using simple movement patterns.
	Be able to respond to aural stimuli as directed.
	Be able to perform a movement phrase and change it by one criterion e.g. a small jump becomes a large jump, walking forwards becomes walking backwards, skipping slowly becomes skipping quickly.
	Be able to perform a movement phrase with a clear beginning, middle and end.
	Be able to choose appropriate movements as responses to different stimuli

Team Games	Learning Outcome
	Participate in team games, developing simple tactics for attacking and defending.
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
	Be able to grip and carry a ball with 2 hands.
	Be able to grip and carry a ball with 2 hands and run in and out of cones gripping the ball.
	Be able to perform a static under arm pass correctly.
	Be able to catch a ball standing still.
	Be able to demonstrate a point being scored within a game.
	Be able to demonstrate teamwork in relay races & passing relay races.
	Be able to demonstrate how to defend to prevent a point being won.

Gymnastics	Learning Outcome
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
	Be able to demonstrate at least 2 ways of travelling e.g. walk, run, crawl, slide, skip, hop.
	Respond to an instruction to stop/stay still.
	Be able to link and perform 2 gymnastic actions (e.g. slide, jump, roll, stay still, balance)
	Be able to move through (or stay in) spaces safely with an awareness of others around them.
	Be able to carry and place apparatus safely, under the teacher's guidance.(mats, bridge, trestles, forms)
	Be able to watch and describe accurately a sequence of 3 basic gymnastic actions, using appropriate language.
	Be able to copy a partner's sequence of 2/3 gymnastic actions.

Swimming	On-Going
	Swim competently, confidently and proficiently over a distance of at least 25 metres.
	Use a range of strokes effectively.
	Perform safe self-rescue in different water-based situations.

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Jigsaw - Being Me in My World – Autumn 1	
Lesson 1	I know how to use my Jigsaw Journal / I feel special and safe in my class
Lesson 2	I understand the rights and responsibilities as a member of my class / I know that I belong to my class
Lesson 3	I understand the rights and responsibilities for being a member of my class / I know how to make my class a safe place for everybody to learn
Lesson 4	I know my views are valued and can contribute to the Learning Charter / I recognise how it feels to be proud of an achievement
Lesson 5	I can recognise the choices I make and understand the consequences / I recognise the range of feelings when I face certain consequences
Lesson 6	I understand my rights and responsibilities within our Learning Charter / I understand my choices in following the Learning Charter

RSE Autumn Term Lesson 1

To learn how to be a kind and welcoming friend, even when people are different to us.

Jigsaw - Celebrating Difference– Autumn 2	
Lesson 1	I can identify similarities between people in my class / I can tell you some ways in which I am the same as my friends
Lesson 2	I can identify differences between people in my class / I can tell you some ways I am different from my friends
Lesson 3	I can tell you what bullying is / I understand how being bullied might feel
Lesson 4	I know some people who I could talk to if I was feeling unhappy or being bullied / I can be kind to children who are bullied
Lesson 5	I know how to make new friends / I know how it feels to make a new friend
Lesson 6	I can tell you some ways I am different from my friends / I understand these differences make us all special and unique

RSE Autumn Term Lesson 2

To understand how we grow and change.

To learn the correct names for private parts of the body.

Jigsaw - Dreams and Goals– Spring 1	
Lesson 1	I can set simple goals / I can tell you about a thing I do well
Lesson 2	I can set a goal and work out how to achieve it / I can tell you how I learn best
Lesson 3	I understand how to work well with a partner / I can celebrate achievement with my partner
Lesson 4	I can tackle a new challenge and understand this might stretch my learning / I can tell you how I feel when I am faced with a new challenge
Lesson 5	I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them / I can explain how I feel when I face obstacles and how I feel when I overcome them
Lesson 6	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it / I know how to store the feelings of success in my internal treasure chest

Jigsaw – Relationships – Spring 2

Lesson 1	I can identify the members of my family and understand that there are lots of different types of families / I know how it feels to belong to a family and care about the people who are important to me
Lesson 2	I can identify what being a good friend means to me / I know how to make a new friend
Lesson 3	I know appropriate ways of physical contact to greet my friends and know which ways I prefer / I can recognise which forms of physical contact are acceptable and unacceptable to me
Lesson 4	I know who can help me in my school community / I know when I need help and know how to ask for it
Lesson 5	I can recognise my qualities as a person and a friend / I know ways to praise myself
Lesson 6	I can tell you why I appreciate someone who is special to me / I can express how I feel about them

RSE Spring Term Lesson 3

To understand that our private body parts are private, even when we are using screens or video calls.

Jigsaw - Healthy Me– Summer 2 (During Healthy Living Week)

Lesson 1	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy / I feel good about myself when I make healthy choices
Lesson 2	I know how to make healthy lifestyle choices / I feel good about myself when I make healthy choices
Lesson 3	I know how to keep myself clean and healthy, and understand how germs cause disease/illness / I know that all household products including medicines can be harmful if not used properly / I am special so I keep myself safe
Lesson 4	I understand that medicines can help me if I feel poorly and I know how to use them safely / I know some ways to help myself when I feel poorly
Lesson 5	I know how to keep safe when crossing the road, and about people who can help me to stay safe / I can recognise when I feel frightened and know who to ask for help
Lesson 6	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy / I can recognise how being healthy helps me to feel happy

RSE Summer Term Lesson 4

To know that families can be different

To identify adults we can talk to when something doesn't feel right.

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Term 1:

What does it mean to belong to a faith community?	Q – What does it mean to belong to a faith community?
	Recognise that loving others is important in lots of communities
	Identify what Jesus and one other religious leader taught about loving other people
	Give an account of what happens at a traditional Christian and Jewish welcome ceremony, suggesting what actions/symbols may mean
	Identify at least two ways people show they love each other when they get married (Christian, Jewish, non-religious)
	Give examples of ways in which people express their identity in both faith and other communities
	Talk about what they think is good about being in a community – for people in faith communities and for themselves

What do Christians believe God is like?	Q – What do Christians believe God is like?
	Identify what a parable is
	Tell the story of Lost Son from bible and recognise a link with God as the forgiving father and be able to give a clear, simple account of what this story means to Christians
	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving
	Give an example of how Christians put their beliefs into practice in worship
	Think, talk and ask questions about whether they can learn anything from the story for themselves, giving reasons for the ideas they have and connections they make

Term 2:

Who is Jewish and how do they live?	Q – Who is Jewish and how do they live?
	Recognise the words of a Shema as a Jewish prayer
	Retell simply some stories used in Jewish celebrations
	Give examples of how the stories used in celebrations remind Jews what God is like
	Give examples of how Jewish people celebrate special times
	Make links between Jewish ideas of God found in the stories and how people live
	Give examples of how Jews remember God in different ways
	Talk about what they think is good about reflecting, thanking, praising and remember for Jewish people giving reasons for their answers
	Give a good reason for their ideas about whether reflecting, thanking, praising and remembering are important for them too

Term 3:

Who do Christians say made the world?	Q – Who do Christians say made the world?
	Retell the story of creation simply (Genesis 1:1-2:3)
	Recognise that Creation is the beginning of the big story in the bible
	Say what the story tells Christians about God, Creation and the world
	Give at least one example of what Christians do to say 'thank you' to God for creation
	Think, talk and ask questions about living in an amazing world, giving reasons for their ideas
	Make connections between the Jewish/Christian Creation stories

How should we care for the world and others and why does it matter?	Q - How should we care for the world and others and why does it matter?
	Understand that each person is unique/valuable and this can be taught through both religious and non-religious stories
	Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
	Give examples of how people show that they care for others
	Give examples of how Christians and Jews can they show they care for the natural Earth
	Say why Christians and Jews care for the natural Earth
	Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
	Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world

Purple – Make sense of belief
Red – Understanding the impact
Green – Making connections

Term 1 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 2 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

Term 3 Below Age Related Expectations	At Age Related Expectation	Above Age Related Expectation

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