Year 1 Overview

	AUTUMN		SPRING		SUMMER	
Topic	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RE **How do people know about God?**	Creation and Covenant God creator	Prophecy and Promise Jesus and the Annunciation	**Galilee to Jerusalem** **Jesus' Ministry**	Desert to Garden Lent and Holy Week	To the ends of the Earth. Pentecost and the ascension	**Dialogue and Encounter** **Who is my neighbour and other world faiths**
English **HFL**	Labels, Lists, Captions and instructions – Jasper's Beanstalk (by Nick Butterworth) Narrative – Puffin Peter (by Petr Horacek) Poetry Purple Is… List poems.	Narrative (Traditional Tales): Three Billy Goats Gruff (by Alison Edgson), The Princess And The Pea (by Rachel Isadora), Stop! That's Not My Story (by Smriti Halls and Erikan Meza), Professor Goose Debunks Goldilocks And The Three Bears (by Paulette Bourgeois and Alex G Griffiths) Recipes: Gruffalo Crumble (by Julia Donaldson)	Narrative: Stanley's Stick (by John Hegley) Poetry: range of nursery rhymes Oi Frog (by Kes Gray & Jim Field) *Rules & recount :Ravi's Roar Ruby's Worry*	Short narrative (based on real experiences): Madlenka (by Peter Sis) Maps It Out Poetry: Take One Poet Julia Donaldson Poems To Perform (edited by Julia Donaldson)	Poetry: A First Book of Poems: Out and About Narrative: Little Red and the Very Hungry Lion (by Alex T. Smith) Letters: Paddington's Post Here Comes Mr Postmouse Letters to A Monster*	**Explanation**: The Big Book of Bugs (by Yuval Zommer); The Amazing Life Cycle of Butterflies (by Kay Barnham); Tad (by Benji Davies) **Narrative** : We're Going to Find the Monster!
Phonics/ **Spelling**	**Phase 5a** Revisit: Phases 2, 3 & 4 Revisit ed ed ed tch y ey ve le ou, ea, ie, ir, oy, ay, ey, aw, ue, wh, ph, ew, oe, au a-e e-e i-e o-e u-e u-e /zh/ su Tricky words to read: here, your, asked, people, oh, Mr, Mrs, Ms, their, wha t	**Phase 5b** New Phoneme: zh (-s-, -ge) Alternative pronunciations: c (s), g (j), ch (sh/k), y (i), a (ar), i, o, u, e (e), ie (ee), er, ow (oa) ou (oo), Y (igh) a (ai) a (o) e (ee) u (oo short) ey (ay) ou (oa) Tricky words to read: eye, again, any, many, friend, hour, work, through, pretty, shoe, two	**Phase 5c** Alternative spellings: /l/el,al,il, /m/mb, mn, /s/se, ce, /z/se, ze, /sh/ti, ci, ssi, /c/t(ure) Alternative spellings: /ng/n(k), /zh/ge, /j/dge,g e, /r/wr, /n/kn, gn, /oo/oul **Tricky words to read :** once, beautiful, different, thought, busy	Alternative spellings: /air/are,ear, /ar/al, /ear/eer,ere, /or/ore, /ur/or,ear, /ai/ea, eigh, aigh, /u/o-e Alternative spellings: /u/ou, /air/ere, /s/st, sc, /or/oar, oor, al, a, augh, our Tricky words to read: laugh improve move	**Revision of Phase 5** Revision in preparation for the phonics screening assessment	**Revision of Phase 5D +**

Maths	5 weeks **Place value within 10** Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line	5 weeks **Addition and Subtraction within 10** Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families – addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition – add together Step 9 Addition – add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction – find a part Step 13 Fact families – the eight facts Step 14 Subtraction – take away/cross out (How many left?) Step 15 Take away (How many left?) Step 16 Subtraction on a number line **Geometry – Shape (1 week)** Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes	3 weeks **Place Value within 20** Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20 **3 weeks** **Addition and subtraction within 20** Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Step 9 Related facts Step 10 Missing number problems	**2weeks** **Place value within 50** Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less **2 weeks** **Measurement (length and height)** Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres **2 weeks** **Measurement (Mass and volume)** Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity	**3 weeks** **Multiplication and division** Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal group s Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Step 9 Make equal groups – sharing **Fractions 2 weeks** Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity **1 week Geometry – position and direction** Step 1 Describe turns	**2 weeks** **Place Value within 100** Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers **1 week measurement (money)** Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins **2 weeks Time** Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour

						Step 2 Describe position – left and right Step 3 Describe position – forwards and backwards Step 4 Describe position – above and below Step 5 Ordinal numbers	
Maths Fluency	**Autumn** Pupils will: • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number. explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them			**Spring** Pupils will: • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number r is the next/ previous even number explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure		**Summer** Pupils will: • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)	
Cross Curricular Maths		Outside learning – using natural materials to represent tens and ones in 2 digit numbers.					
Cross curricular	• **Maths-** measuring rain fall and size of puddles. Using basic UV scales. Use of measuring equipment. Reading scales. • **Music-** Singing plant songs • **IT**- use of videos and time lapse to support scientific learning. Use of data loggers. • **Geography**- link to seasons and temperature linked to day and night in different parts of the world. Links to climate change. • **Outdoor learning**- spring walk. • **MFL**- learn the seasons in different languages- introduce songs to support. • **PSHE**- how to keep ourselves safe in the sun. **ART/DT**- making and designing a solar oven selecting the correct materials	• **History**- links with science in the past and how scientific developments have helped us. • **Maths**- measurements of materials. Link to Venn diagrams • **DT**- selecting and choosing materials, making a product for a purpose. • **English-** reading familiar texts and writing own book based on scientific content. Use scientific language. **Outdoor learning-** material hunt.		• **Geography**- exploring animals around the world and comparing. • **Maths-** comparing sizes of animals/mini-beasts, taking measurements. • **MFL**- learn parts of the body in different languages. • **English**- written evidence when interpreting evidence. Use scientific language. • **IT**- Explore Xray Apps. **PSHE**- links to health and hygiene and how our bodies grow		• **Geography**- plants from around the world. Looking at different climates. • **English**- reading familiar traditional tales to support science learning. Creating pictorial and written diaries. Using ID guides. Plant drama. • **Outdoor learning**- plant hunt in the locality • **Art and design**- making own plant using a range of materials and scientific knowledge of plants. • **IT**- using identification apps. • **Maths**- measurements of plant growth

Science	Seasonal Changes (Living things and habitats) I can observe changes across four seasons. I can observe and describe weather associated with the seasons and how day length varies.		Materials I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can describe the simple properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple properties.		Animals including humans (SCIENCE WEEK) (TRIP TO HERTFORDSHIRE ZOO) I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Plants To identify and describe the basic structure of a variety of common flowering plants including trees. To identify and name a variety of common wild and garden plants including deciduous and evergreen trees
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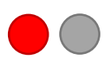
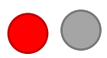
Geography	**Our School – Geography Keys** • To begin to understand the geography of the classroom using locational and directional language. • To begin to understand the geography of neighbouring classrooms using locational and directional language. • To begin to understand the geography of the spaces outside the classroom • To collect analyse and communicate with a range of data gathered through experiences of fieldwork			Hot and Cold weather within the UK? What is weather like in the United Kingdom? What are the four seasons? What are the compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for weather?		**Isles of Scilly – Geography keys** • To locate the Isles of Scilly and understand where they are in the UK • To use geographical language to describe the physical features of the Isles of Scilly. • To investigate human features and to understand the types of jobs that people do. • To find out how to give simple compass directions using the four cardinal points of the compass • To understand the difference between maps, plans and aerial photographs. • To understand basic symbols in a map key.	

	• To be able to find their way around the school						
History		**Toys Now and Then** • To be able to describe the characteristics of toys. • To find out what toys our parents and grandparents played with. • To find out what toys were like at different times in the past. • To be able to identify toys that are old and toys that are new. • To be able to describe how toys are different and how they are the same. • To be able to create a toy museum.		Kings, Queens and Castles • Develop an awareness of the past, using common words and phrases relating to the passing of time. • To recall events past from their own lives, • Develop an awareness of the past, through finding out about changes within living memory; • Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Use a wide vocabulary of everyday historical terms • Understand some of the ways in which we find out about the past and identify different ways in which it is represented		**Local history** • To compare Ware over different time periods. • To consider how modes of transport have changed- Trains. • To consider how modes of transport have changed- Cars. • Ask and answer questions. • Finding out from sources. • Changes within living memory. • To describe how Ware has changed over time.
Computing	We are Treasure Hunters To understand that a programmable toy can be controlled by inputting a sequence of instructions. To develop and record a sequence of instructions as an algorithm. To program a toy to follow their algorithm.	We are TV chefs To break down a process into simple, clear steps as an algorithm. To use different features of a video camera. To use a video camera to capture moving images. To develop collaboration skills.	We are painters To use the web safely to find ideas for illustration To select and use appropriate painting tools to create and change images on the computer. To understand how the use of ICT differs using paint and paper.	**We are collectors** To find and use pictures on the web To know what to do if they encounter pictures that cause concern. To group images on the basis of a binary question. To organise images into more than two group according to clear rules**.**	We are story tellers To use sound recording equipment to record sounds. To develop skills in saving and storing sounds on the computer. To develop collaboration skills. To understand how a talking book differs from a paper based book To talk about and reflect on their use of ICT Share recordings with audience.	We are celebrators To develop basic keyboard skills through typing and formatting text Develop basic mouse skills To use the web and find and select images. To develop skills in storing and retrieving files To combine text and images. To discuss their work and think about whether it could be improved.

Music **Kapow**	**Pulse and rhythm (Theme: All about me)** Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	**Tempo (Theme: Snail and mouse)** Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	**Musical vocabulary (Theme: Under the sea)** Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	**Vocal and body sounds (Theme: By the sea)** Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	**Timbre and rhythmic patterns (Theme: Fairytales)** Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	**Pitch and tempo (Theme: Superheroes)** Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.
Art	Mark making (Drawing) Illustrator Lynley Dodd – Hairy Maclary) - I know that drawing is a physical activity - I know how to look closely to observe detail -I know how to begin to explore the use of line, shape and colour. (Create light/ dark, thick/thin lines with the same pencil.) Skills I can begin to explore the use of line, shape and colour. (Create light/ dark, thick/thin lines with the same pencil.) I can use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media.		ART –Painting **Exploring watercolours** Layer watercolours - I know what primary colours are, and can talk about what happens when they are mixed - I know that different sized brushes make different sized marks. - I know that artwork can start without a goal in mind. <u>Key artist – Georgia O'Keefe- Plants & Flowers</u> Skills I can use a variety of tools and techniques, including different brush sizes. I can explore mixing using primary and secondary colours, including shades.		**Creating sculptures** Create a sculpture using natural materials outdoors To know that artists are inspired by the world around them I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping, in order to explore shape and form. I can use and name tools to impress simple decoration. I can experiment with, construct and join recycled, natural and man-made materials. Skills	

	Art, Mark making, drawing, painting pencil, chalk, pastel, brush, paint Line, thick, thin, large, small, Shape, Paint, brush, water pot						
DT		D/T Food • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. **Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*. • Know and use technical and sensory vocabulary relevant to the project.		DT Levers and Sliders To retell the story of the last Noo Noo by creating a book with sliders and levers. • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. **Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. **Evaluating** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.		**DT – Textiles – joining techniques** **To create a fabric puppet.** • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. **Designing** • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. **Evaluating** • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. **Technical knowledge and understanding** • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.
PE	Outdoor PE – Ball skills The focus of learning is to recap the different ways of using our feet to move with a ball. Pupils will develop their understanding of the meaning of the word, 'control,' and why it is	Outdoor PE - **Ball Skills : Rackets Bats and Balls : Rackets Bats and Balls** The focus of the learning is for pupils to explore using a racket and a ball together. Pupils will explore moving the ball using the racket, beginning an	Year 1 Swimming on a Thursday pm **Gymnastics: Wide, Narrow, Curled : Wide, Narrow, Curled** The focus of learning is to apply 'champion gymnastics' to explore	**Outdoor - Ball Skills : Hands : Hands 1** The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender. Pupils will explore different ways of	**Outdoor Ball Skills : Hands : Hands 1** The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.	**Attack v Defence : Games For Understanding : Games For Understanding** The focus of the learning is to understand the basic principles of attack.

	important to keep the ball close to them. Inside – Heroes Dance The focus of the learning is for pupils to create a range of controlled movements that represent a superhero. Pupils will learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).		understanding of how and why we keep the ball close and controlled. Inside - **Gymnastics : Body Parts : Body Parts** What do pupils remember from the wide, narrow, curled sequence of learning? The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	movements and balances in a wide way on the floor and on apparatus.		sending (passing) the ball to their partner. Indoor - **Locomotion : Jumping : Jumping 1** The focus of learning is to recap jumping, in different directions, at different speeds and different levels. Pupils will begin to understand the different reasons when, where and why we jump in different ways.	Pupils will explore different ways of sending (passing) the ball to their partner. Outdoors: **Ball Skills : Sticks : Sticks** The focus of the learning is for pupils to explore a variety of simple movement skills that are necessary in a game of Hockey. Pupils will understand why these movement skills are important.	Pupils will learn what 'attacking' means and why we attack during a game. **Team Building : Team Building : Team Building** The focus of the learning is to introduce teamwork. Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out. Pupils will start to learn and understand what makes an effective team.
PSHE	Being me in my world I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I can recognise the choices I make and understand the consequences  		**Celebrating difference**  I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is	**Dreams and Goals**  I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning		Healthy me  I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy 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	**Relationships**  I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer	Changing me  I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus
RSHE	**Let the children come** **I am unique** Children will know that: • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever – this is our		**Girls and Boys** **Clean and Healthy** Children will know that: • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness	**Feelings likes and dislikes** **Feelings inside out** **Super Susie gets angry** **The cycle of life** • That it is natural for us to relate to and trust one another; • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); • A language to describe our feelings.		**Being safe** **Good secrets and bad secrets** **Physical contact** **Harmful substances** • Children will actively participate in activities and 'Smartie the Penguin' story; • Children will answer questions to know what is and isn't safe online; • Children will know who they can go to to talk about anything they feel	**God loves you** **Special people** **Treat others well** **And say sorry** • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; • The importance of nuclear and wider family;	**Three in one** **Who is my neighbour** Children will engage with Lucy's story and answer questions • Children will reflect and take part in discussions about what being made in the image of God means for how they should live.

	purpose and goal and will bring us true happiness • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways		• We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways		uncomfortable about, particularly online.		• The importance of being close to and trusting special people and telling them if something is troubling them.	

British Values

SMSC

CRC