

Wouldham All Saints Church of England Primary School

Year 1

Curriculum



Statement of Curriculum Intent

January 2022

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

Passionate learning values....

"Questions above answers

Individuality above conformity

Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

- ✿ Be HAPPY to be God's special children
- ✿ Strive to be IMPROVING all of the time
- ✿ Work hard at being GOOD at communicating
- ✿ With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- Enjoy learning
- Challenge themselves and engage with their learning
- Feel successful in their learning
- Show curiosity, creativity and independence in their learning
- Have time for learning skills, master them and then use and apply them effectively
- Have ownership of learning, enabling real passion
- Be able to evaluate and assess their own learning
- Recognise positive relationships and promote co-operation with others
- Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

Seen it Nailed it Used it Moved it

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

Year 1 English		
Reading	Writing	Speaking & Listening
<p><u>Decoding/ Word Reading:</u></p> <p>Apply phonic knowledge and skills for all the 40+ phonemes; read accurately by blending sounds in unfamiliar words using the GPCs they know; read words of more than one syllable that contain the taught GPCs; Read contractions and words containing a range of endings eg. -es, -er, -ing Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require other strategies to work out words They re-read books to gain confidence with word reading; page count increases to encourage reading stamina</p> <p><u>Literal Understanding and Retrieval:</u></p> <p>In addition to using visual literacy, children learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text They are learning to: talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal <i>who, what, where, when, which, who and how</i> questions</p>	<p><u>Handwriting:</u></p> <p>Print letters as above, orientating correctly on the line Form capital letters and lower-case letters correctly and confidently, starting and finishing in the right place Practise letters belonging to ‘families’ which are formed in similar ways e.g. c,o,g,d Form digits 0-9 Use spaces between words Hold pencil comfortably and correctly Adult: model pre-cursive letters when ready – optional Practise separate pre-cursive letters when ready – optional</p> <p><u>Sentence Building:</u></p> <p>Sentence-like constructions and some successful sentences Commonly uses <i>and</i> to join clauses Uses capital letter to name some proper nouns Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect</p> <p><u>Text Building:</u></p> <p>Sequence ideas to form a short and simple narrative (oral and written) based on a known</p>	<p><u>Key Skills</u></p> <p>Listen and respond Take turns Ask Explain Read aloud Join in and recite</p> <p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary Read aloud accurately books that are consistent with their developing phonic knowledge Pupils should be taught to: develop pleasure in reading, by Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Retelling key stories, fairy stories and traditional tales and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known</p>

<p><u>Inferential Reading Skills</u> Children learn to discuss the significance of the title and events Make simple inferences when a book is read to them eg. How much of the bears feel when they discover Goldilocks or why Jack is called “lazy”; why the title “Upside Down” might be suitable for an information text about bats; why the ugly sisters might feel jealous; Predict what might happen next in a sequenced story, based on what has been read so far Begin to explain their understanding of what is read to them, beyond that which is explicitly stated In support of inference skills, pupils discuss word meanings, linking new meanings to those already known Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p><u>Response to Text:</u> Children learn to: listen to, share and discuss a wide range of high-quality books (poetry/picture books/stories/information texts) which are beyond those they can read by themselves, to develop a love of reading Listen to new words in texts read aloud to them, which broaden their vocabulary Talk about words they know or like Participate in discussion about the text, taking turns and listening to others</p>	<p>story, sometimes using a pictorial story map as a guide Sequence ideas to recount a real experience Write a title Write to the simple purpose of the task, relating content to that purpose Use the adult’s model to write a non-rhyming poem e.g. as a ‘list’ of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)</p> <p><u>Authorial Effect:</u> Communicate with the reader in meaningful ways: use the adult’s model to write simply to the task say out loud what they are going to write about sometimes use an exclamation mark to amuse, interest or scare the reader sometimes provide more detail about a noun by describing it use a title to inform reread what they have written to check its sense discuss what they have written with an adult and other pupils use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i></p>	<p>Discussing the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.</p>
---	--	---

Draw links between the text and some of their own experiences
Are shown some ways to find information in non-fiction texts
Can discuss the significance of the title or events
Are learning to appreciate poems and rhymes, beginning to express reasons for preferences

Fluency and Phrasing:

Children learn to: recite some familiar complete rhymes and songs by heart
Use body percussion or instruments to hold the beat
Recognise and join in with predictable phrases
Read on sight the CE words for year 1
Say or sing the alphabet in sequence
Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills
Read aloud, checking that it 'sounds right' and that the text makes sense to them
With support, notice sentence punctuation
Re-read favourite books to themselves, to gain confidence with word reading and fluency

Year 1 Maths

The White Rose scheme of work for teaching mathematics is used by our school.

The in depth description for each area and the stage of the year it should be taught can be found on the school's Maths Long Term Overview and is supported on the White Rose maths website - [Maths resources for teachers | White Rose Maths](#)

Number	Geometry	Measure & Statistics
Place Value within 100 Addition and subtraction within 20 Multiplication and division including multiples of 2, 5 and 10. Fractions	Shape Position and Direction	Length and Height Weight and volume Time

Year 1 Science		
Branches of Science	Working Scientifically	History/ People
<p>Animals Including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Asking simple questions and recognising that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Gather and recording data to help in answering questions Use their observations and ideas to suggest answers to questions</p>	<p>Leonardo Da Vinci (Anatomical drawing, 'Vitruvian Man')</p> <p>Chester Greenwood (Inventor of earmuffs)</p> <p>Martin Brock (XelfleX inventor, nanotechnology engineer)</p> <p>Jane Colden (Botanist)</p> <p>Jim Cantore (Meteorologist and storm tracker)</p>

Seasons

Observe changes across the four seasons
Observe and describe weather associated with
the seasons and how day length varies

	Year 1 ART & DESIGN	
Materials	Techniques	Artists/ Established works*
<p>Drawing Explores tone using different grades of pencil, pastel and chalk and variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip).</p> <p>Painting Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects. In a range of paint styles (i.e. water colours, ready mixed paint etc.)</p> <p>Printing Make marks in print with a variety of objects, including natural and made objects</p> <p>Textiles/ collage Match and sort fabrics and threads dependent on the colour, texture, length and size; beginning to understand how this can be used to make a picture. Use both paper and different materials/ objects to create a simple weave. Begin to identify different types and textures of fabric and materials for collage.</p> <p>Sculpture Experiment with a variety of malleable media such as clay, papier mache, salt dough and Modroc.</p>	<p>Drawing Can draw carefully from observation, recording shapes and positioning all marks/features with some care.</p> <p>Use a variety of drawing techniques: hatching, scribbling, stippling and blending.</p> <p>Painting To recognise, name and create primary and secondary colours. Mixing the colours and predicting the resulting colours.</p> <p>Begin to control the types of marks made with the range of tools.</p> <p>Paint onto a range of different surfaces with a range of tools.</p> <p>Printing Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Textiles/ collage</p>	<p>Study the work of a range of great designers, craft makers and artists and use as a stimulus to create own work.</p> <p>Examine creative works and discuss using the language of art, craft and design.</p> <p>Suggested artist: -</p>

<p>Begin to understand how to safely use tools and equipment in the correct way.</p>	<p>To understand how a needle is threaded and have a go with different sizes.</p> <p>To use a running stitch to join pieces of material.</p> <p>Begin to identify simple forms of textiles, e.g. weaving, sewing, collage.</p> <p>Have some experience of weaving and understand the process and some techniques, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Sculpture</p> <p>Experiment with different ways to manipulate material in a variety of way including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied, carved.</p> <p>Explore different technique shape/ form the material and how to add patterns and textures to work.</p>	
--	---	--

Year 1 Computing		
Programming / control	Applying Word/Typing; Data Handling; Animation; Video Photography / digital art; Sound	Safe and responsible use
<p>I can create a simple program e.g. sequence of instructions for a Bee Bot</p> <p>I can use sequence in programs I can locate and fix bugs in my program</p>	<p>I can confidently type words quickly and correctly on a digital device.</p> <p>I can use the space bar to make a space</p> <p>I can use delete to delete letters/words</p> <p>I can make a new line using enter/return</p> <p>I can dictate into a digital device more accurately and with punctuation.</p> <p>I can sort images or text into two or more categories on a digital device.</p> <p>I can collect data on a topic.</p> <p>I can create a tally chart and pictogram.</p> <p>I can record myself explaining what I have done and what it shows me</p> <p>I can add filters and stickers to enhance an animation of a character.</p> <p>I can create an animation to tell a story with more than one scene.</p> <p>I can add my own pictures to my story animation.</p> <p>I can record a film using the camera app.</p> <p>I can select images and record a voiceover.</p> <p>I can highlight and zoom into images as I record.</p> <p>I can edit a photo with simple tools</p> <p>I can use a paint/drawing app to create a digital image</p> <p>I can begin to cut out an image to layer on another image.</p> <p>I can create a sequence of sounds (instruments, apps/software)</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust</p>

	I can explore short and long sounds. I can record my voice and add different effects.	
--	--	--

Year 1 Design & Technology		
Design	Evaluate	Techniques
<p><u>Context, uses and purpose:</u> Look at a product and understand what it is, who it is for and how it works.</p> <p><u>Ideas:</u> Recap (from EYFS) – Explain what they are making and which materials they are using. Use the language of designing and making, e.g. words such as 'join', 'build' and 'shape' as well as evaluative and comparative language - 'longer', 'shorter', 'lighter', 'heavier' and 'stronger'.</p> <p>Select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Generate ideas through own experiences – home, school, garden, local community, industry and wider environment.</p> <p>Discuss materials.</p> <p>Communicate ideas through talking and drawing.</p> <p>Model ideas through use of IT (paint, programmable toys, 2simple, word)</p> <p>Select an audience for their design and make.</p>	<p><u>Own ideas and products</u> Develop an understanding of the word evaluate means.</p> <p>Evaluate through discussion of their design ideas and what they have made.</p> <p>Make simple judgements of how it met their design.</p> <p>Identify one simple change which could be made to their product.</p> <p><u>Existing products</u> Ask questions about their product.</p> <p>Evaluate what products are.</p> <p>Evaluate who products are for.</p> <p>Evaluate what they like and dislike about products.</p>	<p>Recap - Explore and safely use a variety of materials, tools and techniques. Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate. Explore and safely use a variety of materials, tools and techniques.</p> <p>Make their design using appropriate techniques.</p> <p>Use construction kits, materials, textiles and mechanical components.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Choose suitable equipment eg scissors and a hole punch safely.</p> <p>With help, measure, mark, cut and shape a range of products.</p> <p>Join and assemble materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p>

Discuss basic steps for design and making.

Use a simple given design criteria.

Begin to use simple finishing techniques to improve the appearance of their product.

Cooking and Nutrition

Recap - Follow instructions given one at a time by an adult. Carry out instructions with support.

Know that all food comes from plants or animals.

Begin to recognise that everyone should eat five portions of fruit and vegetables a day.

Sort foods into the five groups in the 'Eatwell Plate'.

Know how to prepare simple dishes safely and hygienically without using a heat source.

Understand hygiene rules when cooking.

Know how to use techniques such as cutting, peeling and grating.

Skills:

Peel - by hand, e.g. satsuma, banana.

Mix/stir - mash ingredients together using a fork.

Spoon - ingredients between containers.

Cut out - ingredients with a cutter, e.g. dough for scones.

		<p>Tear - fresh herbs.</p> <p>Cut - soft foods with butter knife e.g. banana, canned peach slices.</p> <p>Juice - using a juicer to extract juice, e.g. orange.</p> <p>Peel - with a swivel peeler adult support.</p> <p>Spread - soft ingredients, e.g. hummus.</p> <p>Shape - use a rolling pin.</p> <p>Mix/stir - with increasing thoroughness to combine ingredients. - rub in fat to flour. - knead dough.</p> <p>Grate - soft foods, e.g. cheese, cucumber.</p> <p>Tread - thread soft foods onto cocktail sticks, e.g. fruit kebab - strawberries, satsuma segments.</p> <p>Cut - use a fork to secure foods</p>
--	--	---

Year 1 Geography		
Place and location knowledge	Human and Physical	Map work skills
<p>Name countries of the UK</p> <p>Name the 7 continents</p> <p>Identify characteristics of the 4 countries of the UK.</p> <p>Identify and describe similarities and differences of their local physical and human environment using simple geographical language.</p>	<p>Begin to use basic geographical language of physical and human features inc. – beach, hill, forest, sea, river, season, weather, town, city, village, farm shop.</p> <p>Be able to talk in simple terms comparing features and use relative vocabulary (e.g.bigger/smaller, like/dislike)</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Introduce North compass point</p> <p>Use a simple picture map to move around the school; recognise that it is about a place.</p> <p>Draw own maps of imaginary places and create own symbols.</p>

Year 1 History

Chronological Understanding	Historical Knowledge	Historical Enquiry and Interpretation
<p>Sequence some events or 2 related objects in order.</p> <p>Use words and phrases: old, new, young, days, months.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Find answers to simple questions about the past from sources of information (eg. pictures, stories).</p> <p>Begin to identify and recount some details from the past from sources (eg. pictures, stories).</p>

EYFS / Yr1 / Yr2 French

We do not have a formalised curriculum for a modern foreign language within the Foundation Stage and Key Stage 1. Opportunities to lay foundations of understanding foreign languages and preparation to learn French in Key Stage 2 will take place.

Speaking and Listening

Hear and repeat individual words and phrases from different languages – eg greetings, happy birthday, welcome etc.

Reading and Writing

Recognise text can be from different languages including non-latin origin alphabet styles.
Copy words from a different language.

Intercultural Understanding

Explain some similarities and differences between life in this country and life in other countries.

Year 1 Music		
Listening & Exploring	Performing	Composing
<p><i>NC : Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p>Express how they feel about a piece of music. Recognise repeated patterns. Tell the difference between fast and slow, loud and quiet, high and low sounds. Hear the pulse in a piece music. Describe how sounds are made and changed.</p>	<p><i>NC : Use voices expressively by singing songs, speaking chants and rhymes. Play tuned and untuned instruments musically</i></p> <p>Use voice to speak/sing/chant. Join in with singing. Clap short rhythmic patterns. Use instruments to perform a simple piece. Respond to musical indications about when to play or sing. Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</p>	<p><i>NC : Experiment with, create, select and combine sounds using the inter-related dimensions of music. (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.)</i></p> <p>Represent sounds pictorially. Make and repeat a sequence of sounds for a purpose.</p>

Year 1 Physical Education

Games	Movement & Athletics	Swimming, Outdoor & Adventure
<p>Throw underarm, bounce & catch ball by self & with partner.</p> <p>Kick/stop a ball using confident foot while static.</p> <p>Run straight and on a curve and side-step with correct technique and balance.</p> <p>Begin to follow some simple rules in team games.</p> <p>Show some different ways of hitting, throwing and striking a ball.</p> <p>Hit the ball or bean bag, with accuracy and co-ordination, and move quickly to score a range of points (further distance scores more points).</p> <p>Begin to follow simple rules in team games.</p> <p>Show some different ways of hitting, throwing and striking a ball.</p> <p>Hit the ball or bean bag and move quickly to score a range of points (further distance scores more points). Play as a fielder and get the ball back to a STOP ZONE.</p> <p>Begin to follow simple rules in team games.</p>	<p>Continue to make body tense, relaxed, curled and stretched in a controlled manner.</p> <p>Begin to work alone/in a pair to make a sequence of shapes.</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along benches, spots, mats etc.</p> <p>Roll in a stretched/curled position</p> <p>Copy dance moves. Change speed, direction, level and rhythm.</p> <p>Make up a short dance after watching one.</p> <p>Comment on a dance – say something you liked about it.</p> <p>Use varying speeds when running.</p> <p>Practice short distance running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing (under arm, over arm etc.) with different equipment (bean bags, tennis balls, hard balls).</p>	<p>Forest School : Develop flexibility, strength, technique, control and balance through fundamental movement skills including climbing, crawling, swinging.</p> <p>Swim England School Swimming & Water Safety Award Level 2</p>

Year 1 PSHE

We use 'Jigsaw' as a whole-school approach as it embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Headings indicate the themed content with further details available through our subscription to the web resource.

Being Me In My World & Celebrating Difference	Dreams and Goals & Healthy Me	Relationship & Changing Me
<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Year 1 Religious Education

Old Testament	New Testament	Other Faiths
<p><u>God</u> - Children will know that: Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. Christians worship God, and try to live in ways that please him. Christians learn about God through parables Jesus told. Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</p>	<p><u>Incarnation</u> – Children will know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem Christians celebrate Jesus' birth during Advent, for Christians is a time for getting ready for Jesus' coming. <u>Gospel</u> – Children will know that: Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. <u>Salvation</u> – Children will know that: Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p>	<p><u>Judaism</u> – Children will know that: The mezuzah in the home reminds Jewish people about God. How Jewish artefacts are used and their meaning. Shabbat is a special day of the week for Jewish people. Examples of what Jewish people might do to celebrate Shabbat. A story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</p>