




YEAR 1 CURRICULUM OVERVIEW

Curriculum Overview for Year

A u t u m n	This term is history themed - Childhood					
	<p><u>English</u></p> <p>Using Read Write Inc to develop the following,</p> <p>Handwriting Hold a pencil between the thumb and two fingers.</p> <p>Form many letters with the correct starting and finishing point – size may vary</p> <p>Begin to space words accurately</p> <p>Composition Write sentences which can be read by themselves and others (without punctuation).</p> <p>Punctuation Use capital letters for their name and the personal pronoun</p> <p>Spelling Use their set 1 & 2 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible</p> <p>Spell some suffixes from Y1 curriculum, correctly (–ing, –ed and –er) Know suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Planning Rehearse sentences before writing them</p> <p>Plan ideas for writing through story maps</p> <p>Editing Re-read writing to check that it makes sense</p>			<p><u>Maths</u></p> <p>Number</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> Count to and across 20, forwards and backwards, beginning from any given number, Identify one more and one less up to 20, Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs, Represent and use number bonds and related subtraction facts within 20, Add one-digit and two-digit numbers to 20, including zero. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Use concrete objects to show arrays with the support of a teacher. <p>Measurement</p> <ul style="list-style-type: none"> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years. <p>Geometry</p> <p>Properties of shapes</p> <ul style="list-style-type: none"> Recognise and name common 2-D shapes, including: [for example, rectangles (including squares), circles and triangles] 		
	<p><u>History</u> Childhood</p> <ul style="list-style-type: none"> Give an example of a significant event in their life Describe the order of the life of a human 		<p><u>Science</u> Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways, 		<p><u>Geography</u> Cross Curricular Links</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents 	

<ul style="list-style-type: none"> • Explain what an ancestor is • Explain their relationships within their family • Explain why a change of monarch is significant • Relate an event that happened before they were born but still in living memory (remembered by people who are still alive) • Define 'living memory' • Explain that there are people alive today that we can talk to about the 1950s • Explain differences and similarities between 1950s children and their own experiences. • Explain that experiences in the past are not the same as their own and can give some examples. 	<ul style="list-style-type: none"> • Observe rainfall closely, using simple measuring equipment and perform simple tests to measure, • Use class observations and ideas to suggest answers to questions, • To gather and record data to help in answering our questions. <p style="text-align: center;">Everyday Materials</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">Autumn and Winter (seasonal change)</p> <ul style="list-style-type: none"> • Observe changes across the four seasons, • Observe and describe weather associated with the seasons and how day length varies. 	<p style="text-align: center;">Human and physical geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: city, factory, house and shop. <p style="text-align: center;">Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps and globes to identify the countries where toys originated.
<p style="text-align: center;"><u>Art</u></p> <p>Artist Focus: Hans Hartung</p>  <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line and shape, • Taught about the work of Hans, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;"><u>Design Technology</u></p> <p>Key area: Mechanisms</p> <p>Project: Making a moving story book</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Explaining how to adapt mechanisms, using bridges or guides to control the movement. • Designing a moving story book for a given audience. • Following a design to create moving models that use levers and sliders. • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience. <p>Key knowledge:</p>	<p style="text-align: center;"><u>Music</u></p> <p>Kahoot</p> <p style="text-align: center;">Pulse and Rhythm</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using different instruments.



Artist Focus: Barbara Hepworth

- To explore different mediums, including clay
- To develop modelling skills, such as, rolling, carving
- Using different implements to create art

- To know that a mechanism is the parts of an object that move together.
- To know that a slider mechanism moves an object from side to side.
- To know that a slider mechanism has a slider, slots, guides and an object.
- To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.

Computing

E-safety

Use technology safely and respectfully, keeping 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.

Technology around us

Recognising technology in school and using it responsibly.

Digital painting

Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.

Physical Education

Dance

- Investigate movement, stillness, and how to find and use space safely,
- Copy, create, remember and repeat short movements,
- Perform dances using simple movement patterns.

Gymnastics

- Explore basic gymnastic actions on the floor and using apparatus,
- Master basic movements including running, and jumping, as well as developing balance, agility and coordination.

MFL

P.S.H.E and Character Education

Jigsaw

Being me in my world

- Being mindful of our words, emotions and how they can affect others,
- Understanding our rights and responsibilities,
- Belonging to their class.

Celebrating difference

- To be inclusive in their play and attitudes,
- To be aware that there are differences of culture, beliefs and lifestyle and that we should celebrate them.

Religious Education

Christianity (believing)

What do Christians believe God is like?

Make sense of belief:



- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)



		<ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. <p>Why does Christmas matter to Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas. •
S p r i n g	<p>This term is science themed - Amazing Animals</p>	
	<p><u>English</u></p> <p>Using Read Write Inc to develop the following,</p> <p>Handwriting Write with many letters accurate in shape and size, including capital letters and digits</p> <p>Composition Write a sequence of sentences to form short narratives, including personal experiences and those of others</p> <p>Sentence Structure Use the joining word and</p> <p>Use simple past and present verbs mostly accurately POPS – To understand the term 'noun'.</p>	<p><u>Maths</u></p> <p>Number</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 50, forwards and backwards, beginning from any given number, • Identify one more and one less up to 50, • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least, • read and write numbers from 1 to 20 in numerals and words. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs, • Represent and use number bonds and related subtraction facts within 50, • Add one-digit and two-digit numbers to 50, including zero, • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Use concrete objects to show arrays of 2s, 5s and 10s,

<p>Punctuation</p> <p>Use capital letters and full stops to demarcate some sentences accurately</p> <p>Use capital letters for proper nouns</p> <p>POPS – To understand the term ‘noun’.</p> <p>Use question and exclamation marks to demarcate some sentences</p> <p>Spelling</p> <p>Spell most set 1 & 2 words correctly</p> <p>Begin to use adjectives and verbs that</p> <p>Begin with the prefix un-, spelling many correctly</p> <p>Know the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Add the regular plural noun suffixes -s or –es</p> <p>Know the terms singular and plural</p> <p>Spell suffixes –ing, -ed, -er -est to Spell many words correctly</p> <p>Editing</p> <p>Re-read writing to check that it makes sense</p>	<ul style="list-style-type: none">• Use pictorial representations to show arrays of 2s, 5s and 10s. <p>Measurement</p> <ul style="list-style-type: none">• Measure and begin to record: lengths and heights, mass/weight and capacity/volume• Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]• Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]• Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <p>Geometry</p> <p>Properties of shapes</p> <ul style="list-style-type: none">• recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	
<p><u>History</u></p> <p>Movers and Shakers</p> <ul style="list-style-type: none">• Explain that this event is not in living memory, so there is no-one alive who can talk to us about it.• Relate the stories of the two railway pioneers.• Explain why a person is significant because of what they did in the past.• Group significant figures into appropriate categories• Describe what explorers do and some differences between them, including putting them in chronological order• Compare Columbus and Armstrong and describe differences between them.	<p><u>Science</u></p> <p>Animals, including Humans</p> <ul style="list-style-type: none">• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.• Identify and name a variety of common animals that are carnivores, herbivores and omnivores• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)• Notice that animals, including humans, have offspring which grow into adults.• Explore and compare the differences between things that are living, dead, and things that have never been alive.• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<p><u>Geography</u></p> <p>Cross Curricular Links</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• Linking animals to different continents around the world, <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• Use world maps and globes to introduce the Equator, North Pole and South Pole.

<p style="text-align: center;"><u>Art</u></p> <p>Artist Focus: Steven Brown</p>  <p>Artist Focus: Clare Youngs</p>  <ul style="list-style-type: none"> • Use drawing, painting, printing and collage 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 and shape, 	<p style="text-align: center;"><u>Design Technology</u></p> <p>Key area: Textiles</p> <p>Project: To investigate, design and make a puppet.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Using a template to create a design for a puppet. • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. • Reflecting on a finished product, explaining likes and dislikes. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template or fabric pattern is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. 	<p style="text-align: center;"><u>Music</u></p> <p>Classical music, dynamics and tempo (Animal link):</p> <ul style="list-style-type: none"> • Listen to, and discuss, the dynamics and tempo of music and link this to how animals move and hunt • Compose and perform their ideas. <p>Timbre and rhythmic patterns (Theme: Fairytales):</p> <ul style="list-style-type: none"> • Introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.
<p style="text-align: center;"><u>Computing</u></p> <p>Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> <p>Grouping data Exploring object labels, then using them to sort and group objects by properties.</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Develop competence with movement, stillness, and how to find and use space safely, • Use more complex movements when performing, • Perform dances that show understanding of rhythm and pace. <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Begin to develop balance, agility and coordination. 	<p style="text-align: center;">MFL</p>
<p style="text-align: center;"><u>P.S.H.E and Character Education</u></p> <p>Jigsaw</p> <p style="text-align: center;">Dreams and Goals</p> <ul style="list-style-type: none"> • The importance of having goals 	<p style="text-align: center;"><u>Religious Education</u></p> <p>Who is Jewish and how do they live?</p> <p>Make sense of belief:</p>	

	<ul style="list-style-type: none"> • Understanding how purposeful education is to their aspirations, • Promoting positive learning behaviours, especially resilience and motivation. <p style="text-align: center;">Healthy Me</p> <ul style="list-style-type: none"> • To make positive choices for their physical and mental health • Demonstrate that positive choices for their mind is just as important as for their body. 	<ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. <p>Why does Easter matter to Christians?</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <ul style="list-style-type: none"> • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
S u m m e r	<p>This term is geography themed - Houses and Homes</p>	
	<p style="text-align: center;">English</p> <p>Using Read Write Inc to develop the following,</p> <p>Handwriting</p> <p>Write with many letters accurate in shape and size, including capital letters and digits</p> <p>Sentence Structure</p> <p>Use the joining word <i>and</i> in a sentence, using it appropriately and sparingly</p>	<p style="text-align: center;">Maths</p> <p>Number</p> <p style="text-align: center;">Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens, • Given a number, identify one more and one less,

<p>Punctuation Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly</p> <p>Spelling Begin to spell Set 3 words correctly.</p> <p>Editing Improve writing after a discussion with the teacher: makes sense, capital letter, full stops</p> <p>Drama Participate in the artistic practice of drama</p> <p>Improvise, devise and script drama for one another and a range of audiences</p> <p>Rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>	<ul style="list-style-type: none">Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least,Read and write numbers from 1 to 20 in numerals and words. <p>Addition and Subtraction</p> <ul style="list-style-type: none">Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs,Represent and use number bonds and related subtraction facts within 50,Add one-digit and two-digit numbers to 50, including zero,Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <p>Multiplication and Division</p> <ul style="list-style-type: none">solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Fractions</p> <ul style="list-style-type: none">Recognise, find and name a half as one of two equal parts of an object, shape or quantity,Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Measurement</p> <ul style="list-style-type: none">Measure and begin to record time (hours, minutes, seconds),Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later],Recognise and know the value of different denominations of coins and notes,Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening],Recognise and use language relating to dates, including days of the week, weeks, months and years,Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry</p> <p>Position and direction</p> <ul style="list-style-type: none">Describe position, direction and movement, including whole, half, quarter and three quarter turns.	
<p><u>History</u></p> <p>Cross Curricular Links</p> <ul style="list-style-type: none">Using taught language and phrases relating to the passing of time to explain how houses have changed and developed over time,	<p><u>Science</u></p> <p>Working Scientifically</p> <ul style="list-style-type: none">Ask simple questions about the length of the day and recognise that they can be answered in different ways,Observe daylight closely, using a sundial,Perform simple tests,Use their observations and ideas to suggest answers to questions,Gather and record data to help in answering questions.	<p><u>Geography</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none">Name and locate the world’s seven continents,Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <p>Place knowledge</p> <ul style="list-style-type: none">Understand geographical similarities and differences through studying houses in the United Kingdom and in a contrasting non-European country <p>Human and physical geography</p>

		<p>Seasonal changes - focus on Spring and Summer</p> <ul style="list-style-type: none"> ● Observe and describe weather associated with the seasons and how day length varies. ● Observe the apparent movement of the Sun during the day. <p>Plants</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Use basic geographical vocabulary to refer to key physical features, including: forest, mountain, sea, ocean, river, soil, season and weather ● Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, house and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● Use world maps and globes to identify the United Kingdom and its countries, ● Use world maps and globes to identify the countries where Paddington Bear has stayed, ● Use simple compass directions (North, South, East and West), ● Devise a simple map; and use and construct basic symbols in a key, ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	<p>Art Artist Focus: Friedensreich Hundertwasser</p> <div data-bbox="181 788 353 1075"></div> <div data-bbox="358 865 566 1075"></div> <ul style="list-style-type: none"> ● Use drawing and painting to develop and share their ideas, experiences and imagination, ● Develop a wide range of art and design techniques in using colour, pattern, texture, line and shape, ● Compare the work of a range of artists,, describing the differences and similarities between their practices and disciplines, and making links to their own work. ● Use a range of materials creatively to design and make products, 	<p><u>Design Technology</u></p> <p>Key area: Mechanical Systems Project: To investigate, design and make a moving vehicle.</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move. ● Creating clearly labelled drawings that illustrate movement. ● Adapting mechanisms. ● Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move. <p>Key knowledge:</p> <ul style="list-style-type: none"> ● To know that wheels need to be round to rotate and move. ● To understand that for a wheel to move it must be attached to a rotating axle. 	<p><u>Music</u></p> <p>Pitch and tempo (Theme: Superheroes):</p> <ul style="list-style-type: none"> ● 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. <p>Vocal and body sounds (Theme: By the sea):</p> <ul style="list-style-type: none"> ● Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

	<ul style="list-style-type: none">● To know that an axle moves within an axle holder which is fixed to the vehicle or toy.● To know that the frame of a vehicle (chassis) needs to be balanced.● To know some real-life items that use wheels.	
<p style="text-align: center;"><u>Computing</u></p> <p>Digital writing Using a computer to create and format text, before comparing to writing non-digitally.</p> <p>Programming animations</p> <p>Designing and programming the movement of a character on screen to tell stories.</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none">● Mastering basic movements, including running, jumping and stillness● Mastering how to find and use space safely,● Use more complex movements when performing,● Compose dances to music.. <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none">● Begin to develop balance, agility and coordination.● To use apparatus in a safe way to move across and dismount.	MFL
<p style="text-align: center;"><u>P.S.H.E and Character Education</u></p> <p>Jigasw</p> <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none">● The importance of friendships,● Explore how to deal with issues pragmatically with one another,● Promoting positive behaviours, especially respect. <p style="text-align: center;">Changing Me</p> <ul style="list-style-type: none">● Understand that change is imminent and that there is no way of controlling it,● Opportunity to communicate any worries or questions about their changing bodies,● Learning simply the difference between male and female bodies and the importance of keeping private parts private.		<p style="text-align: center;"><u>Religious Education</u></p> <p>Who is a Muslim and how do they live?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">● Recognise the words of the Shahadah and that it is very important for Muslims● Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean● Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none">● Give examples of how Muslims use the Shahadah to show what matters to them● Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)● Give examples of how Muslims put their beliefs about prayer into action <p>Make connections:</p> <ul style="list-style-type: none">● Think, talk about and ask questions about Muslim beliefs and ways of living● Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas● Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

	<p>What does it mean to belong to a faith community?</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none">• Recognise that loving others is important in lots of communities• Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none">• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none">• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
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