



Northborough School - Long Term Plan - Year 1



	Autumn Term		Spring Term		Summer Term	
Curriculum Project	Memory Box	Dinosaurs	Bright Lights, Big City	Local Area Study	Superheroes	The Enchanted Woodland
Memorable experience	Creating a time capsule	Christmas Production Christmas Church Service	Tea party with the Queen History Off the Page (Great Fire of London Day)	Walk around Northborough and visit to the Manor House Easter Church Service	Superhero day with picnic	Trip to Grimsthorpe Castle Big Camp
English – Spoken Language	Pupils will: *Develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. *Be taught to understand and use the conventions for discussion and debate. *Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.					
English – Reading Core Schemes: <ul style="list-style-type: none"> Scholastic comprehension Power of Reading Inference training PEEL reports 	<u>Re-telling, Literal Questioning and Prediction</u> To be able to talk about the title and events. To be able to comment on the special features of stories (settings, characters, what happens, problem and resolution). To be able to sequence a story. To be able to predict what might happen next.	<u>Inference</u> To be able to explain clearly their understanding of what is read to them/ they read. To be able to link what is read to my own experiences.	<u>Clarification</u> To develop his/ her understanding by drawing on what they already know, background information and vocabulary provided by the teacher. To be able to discuss word meanings, linking new meanings to those already known.	<u>Evaluation</u> To be able to make inferences on the basis of what is said and done.	Review of all skills covered in the preceding terms.	
	<u>Word Reading</u> To be able to apply phonic knowledge and skills as the route to decode words. To be able to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. To be able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To be able to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To be able to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. To be able to read other words of more than one syllable that contain taught GPCs. To be able to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). To be able to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. To re-read these books to build up their fluency and confidence in word reading.					
Lighthouse book	'Funny Stories for Six Year Olds' chosen by Helen Paiba	'The Dinosaur's Diary' by Julia Donaldson	'The Town Mouse and Country Mouse' Aesop's Fables	'The Giraffe, the Pelly and Me' by Roald Dahl	'James and the Giant Peach' by Roald Dahl	'The Enchanted Woodland' by Enid Blyton

<h2>English – Writing</h2> <p>Writing is based on:</p> <ul style="list-style-type: none"> • Power of reading texts • Talk for Writing • Life experience • Writing for a purpose 	<p><u>Fiction</u> Descriptive Narrative Letters</p>	<p><u>Fiction</u> Own versions of ‘Harry and the Bucketful of Dinosaurs’.</p>	<p><u>Fiction</u> Adventure narrative e.g. ‘Billy the Bus’</p>	<p><u>Non-fiction</u> Recount of village walk Non chronological report– Village (local study) Biography- John Clare/ Oliver Cromwell (local study)</p>	<p><u>Fiction</u> Comic Strips</p>	<p><u>Fiction</u> Own chapter for ‘The Enchanted Forest’</p>
	<p><u>Non-fiction</u> Autobiography: Special Days Class Book (link to RE)</p>	<p><u>Non-fiction</u> Creating Dinosaur Dictionaries using words like carnivore, herbivore, and omnivore e.t.c.</p>	<p><u>Non-fiction</u> Labels, lists and captions: Book about where they live</p>	<p><u>Narrative</u> ‘The Street Beneath My Feet’ by Charlotte Guillian</p>	<p><u>Non-fiction</u> Journalistic writing: Newspaper Article</p>	<p><u>Non-fiction</u> Recount: Diary entry about school trip Instructions about how to make a fairy garden</p>
	<p><u>Poetry</u> ‘PEEPO!’ (rhyming book)</p>	<p><u>Poetry</u> Dinosaur shape poems</p>	<p><u>Poetry</u> Acrostic Poems- LONDON</p>	<p><u>Poetry</u> John Clare poem about Northborough Manor- write our own</p>	<p><u>Poetry</u> Action Rhymes ‘If I was a superhero...’</p>	<p><u>Poetry</u> Woodland riddles</p>
	<p>To be able to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>To be able to discuss what they have written with the teacher or other pupils.</p> <p>To be able to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>					
<h2>Handwriting</h2>	<p>See policy.</p> <p>To be able to sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To be able to form capital letters.</p> <p>To be able to form digits 0-9.</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>					
<h2>Spelling</h2> <p>Core schemes:</p> <ul style="list-style-type: none"> • Letters and Sounds/ Read, Write Inc • Scholastic Grammar and Punctuation 	<p>Revision of Phase 4 <u>Phase 5</u> Introduce new graphemes (oy, ir, ue, aw. wh ph ew. oe, au, ey, a-e, e-e. i-e, o-e, u-e, zh)</p> <p>Teach common exception words (said, so, have, like, some, come, were, there).</p> <p>To be able to spell words containing the 40+ phonemes taught.</p> <p>To be able to spell the Year 1 common exception words.</p> <p>To be able to write from memory simple sentences dictated by the teacher.</p>	<p><u>Phase 5</u> Teach alternative pronunciations for i and o, c and g, u and ow, ie and ea, er and ch and a.</p> <p>Teach common exception words (little, one, do, when, what, out).</p> <p>To be able to spell words containing the 40+ phonemes taught.</p> <p>To be able to spell the Year 1 common exception words.</p> <p>To be able to write from memory simple sentences dictated by the teacher.</p>	<p><u>Phase 5</u> Teach alternative pronunciations for y, ou, e, ey,.</p> <p>Teach common exception words.</p> <p>To be able to spell words containing the 40+ phonemes taught.</p> <p>To be able to spell the Year 1 common exception words.</p> <p>To be able to write from memory simple sentences dictated by the teacher.</p>	<p><u>Phase 5</u> Alternative spellings for ch, j, n, r, m, r s, z, u, ear, ar, ur and or.</p> <p>Teach common exception words (oh, their, people, Mr, Mrs, looked, called, asked).</p> <p>To be able to use letter names to distinguish between alternative spellings of the same sound.</p> <p>To be able to spell the Year 1 common exception words.</p> <p>To be able to write from memory simple sentences dictated by the teacher.</p>	<p><u>Phase 5</u> Alternative spellings for ee, igh., oa, y(oo), oo, sh.</p> <p>Teach common exception words.</p> <p>To be able to spell words containing the 40+ phonemes taught.</p> <p>To be able to spell the Year 1 common exception words.</p> <p>To be able to write from memory simple sentences dictated by the teacher.</p>	<p><u>Phase 6</u> Past tense, including irregular verbs.</p> <p>Suffixes-s and -es, -ing, -er, -est.</p> <p>Prefix –un</p> <p>To be able to use –ing, -ed, -er and –est where there is no change needed in the spelling of root words.</p> <p>To be able to use the spelling rule for adding –s and –es.</p> <p>To be able to use the prefix –un.</p>

Vocabulary, Grammar and Punctuation

Core scheme:

- Scholastic Grammar and Punctuation

Maths

<p>To be able to leave spaces between words.</p> <p>To be able to sequence sentences to form short narratives.</p> <p>To be able to use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>To be able to punctuate sentences with a capital letter and full stop.</p>	<p>To be able to leave spaces between words.</p> <p>To be able to sequence sentences to form short narratives.</p> <p>To be able to use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>To be able to punctuate sentences with a capital letter and full stop.</p> <p>To be able to join words and clauses using 'and'.</p>	<p>To be able to leave spaces between words.</p> <p>To be able to sequence sentences to form short narratives.</p> <p>To be able to use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>To be able to punctuate sentences with a capital letter and full stop.</p> <p>To be able to punctuate sentences with a question mark.</p>	<p>To be able to leave spaces between words.</p> <p>To be able to sequence sentences to form short narratives.</p> <p>To be able to use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>To be able to punctuate sentences with a capital letter and full stop.</p> <p>To be able to punctuate sentences with an exclamation mark.</p>	<p>To be able to leave spaces between words.</p> <p>To be able to sequence sentences to form short narratives.</p> <p>To be able to use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>To be able to punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p>	<p>To be able to leave spaces between words.</p> <p>To be able to sequence sentences to form short narratives.</p> <p>To be able to use a capital letter for the names of people, places and the personal pronoun 'I'.</p> <p>To be able to punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p>
<p><u>Number and Place Value within 20.</u> To be able to count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>To be able to count, read and write numbers to 20 in numerals and words.</p> <p>Given a number, be able to identify one more or one less.</p> <p>To be able to 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> <p><u>Addition and Subtraction within 10.</u> To be able to represent and use number bonds and related subtraction facts within 10</p> <p>To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To be able to add and subtract one digit numbers to 10, including zero.</p> <p>To be able to solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><u>Addition and Subtraction within 10.</u> To be able to represent and use number bonds and related subtraction facts within 10</p> <p>To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To be able to add and subtract one digit numbers to 10, including zero.</p> <p>To be able to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Geometry: Shape</u> (link to Art- printing repeating patterns)</p> <p>To recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>To recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p><u>Number and Place Value within 50.</u> To be able to count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>To be able to count, read and write numbers to 50 in numerals.</p> <p>Given a number, be able to identify one more or one less.</p> <p>To be able to 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> <p>To be able to count in multiples of twos, fives and tens.</p> <p><u>Addition and Subtraction within 20.</u> To represent and use number bonds and related subtraction facts within 20</p> <p>To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To be able to add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To be able to solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>	<p><u>Measurement: Length and Height</u> To be able to record lengths and heights.</p> <p>To be able to compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p><u>Measurement: Weight and Volume</u> To be able to measure and begin to record mass/weight, capacity and volume.</p> <p>To be able to compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	<p><u>Multiplication and Division</u> To be able to 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> <p><u>Fractions</u> To be able to recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>To be able to recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><u>Measuring Position and Direction</u> To be able to describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>	<p><u>Number: Place Value within 100</u> To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To be able to count, read and write numbers to 100 in numerals.</p> <p>Given a number, be able to identify one more and one less.</p> <p>To be able to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p><u>Money</u> To be able to recognise and know the value of different denominations of coins and notes.</p> <p><u>Time</u> To be able to sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>To recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>To be able to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>To be able to compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>To be able to measure and begin to record time (hours, minutes, seconds)</p> <p>Spelling- To be able to spell the days of the week.</p>

<h2 style="color: white;">Computing</h2> <p>Core scheme: www.ilearn2.co.uk</p>	<p>Learning to be E-Safe Use technology safely and respectfully, keeping personal information private, Personal information I need to keep safe, use email to safely communicate, Apply my online safety knowledge to help others make good choices online, Create, name and date my digital creative work, Safely search for images online</p>	<p>Learning to use Mouse and Keyboard Skills Mouse and keyboard skills; move mouse, left/right click, drag and drop. Typing; Find letters on keyboard and begin touch-typing with home row keys.</p> <p>Create good friend wanted posters (linked to PSHE- Anti-Bullying Week)</p>	<p>Learning to Program and Code (Beebots) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Write and debug simple programs and use logical reasoning to predict simple program</p>	<p>Learning to add Text and Images Add and resize images. Add text to label and describe images.</p> <p>Make a postcard</p>	<p>Learning to create Digital Music Create scales, chords, arpeggios, melodies and rhythm to build a song and experiment with tempo.</p> <p>Create a superhero theme song</p>	<p>Learning to create Digital Art Use lines and fill tools to make interesting patterns.</p> <p>Jungle or forest landscape picture</p>
<h2 style="color: white;">Science</h2>	<p><u>Working Scientifically</u> To be able to ask simple questions and recognising that they can be answered in different ways. To be able to observe closely, using simple equipment. To be able to perform simple tests. To be able to identify and classify. To be able to use their observations and ideas to answer questions. To be able to gather and record data to help in answering questions.</p>					
<p><u>Animals, including humans – parts and senses</u> To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Animals</u> To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><u>Everyday Materials</u> To be able to distinguish between an object and the material from which it is made.</p> <p>To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><u>Light</u> (non-statutory)</p>	<p><u>Movement</u> (non- statutory)</p>	<p><u>Trees and Plants</u> To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To be able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	
<p><u>Seasonal Changes- tree study</u> (linked to Geography- identifying seasonal and daily weather patterns) To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>						
<h2 style="color: white;">History</h2>	<p>To know about changes within living memory- baby to child-link to toys</p> <p>To be able to describe the differences between past and present in my life and that of other children from a different time in history.</p>	<p>To know about events beyond living memory that are significant nationally or globally.</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning).</p>	<p>To know about events beyond living memory that are significant nationally or globally- The Great Fire of London</p>	<p>To know about significant local individuals in the past (John Clare and Oliver Cromwell)</p>	<p>Historical heroes and heroines</p>	<p>Discrete</p>
<p><u>Historical enquiry</u> Children will be taught to: *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. *Identify similarities and differences between ways of life in different periods. *Use a wide vocabulary of everyday historical terms. *Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>						

Geography	Discrete	Discrete	<p><u>Location Knowledge</u> To be able to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Place Knowledge</u> Study the human and physical geography of a small area of the United Kingdom (London).</p> <p><u>Human and Physical Geography</u> To be able to use basic geographical vocabulary to refer to human and physical features.</p> <p><u>Geographical Skills and Fieldwork</u> To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To be able to devise a simple map and use and construct basic symbols in a key.</p>	<p><u>Geographical Skills and Fieldwork</u> To be able to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>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>	Discrete	Discrete
	<p><u>Geographical skills and fieldwork</u> To be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To be able to use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>					
Art and Design	<p><u>Drawing</u> - self portraits (linked to Computing) Andy Warhol</p>	<p><u>Collage</u> Dinosaur skeletons using black paper and art straws (linked to science)</p>	<p><u>Printing</u> -city skylines George Bellows</p>	<p><u>Drawing</u> Sketch buildings from experience.</p>	<p><u>Collage</u> Superhero collages (linked to Computing- children take a photograph of each other) Superhero hand prints Emma Majury</p>	<p><u>3D</u> Working with natural materials (sculpture) Andy Goldsworthy</p>
	<p><u>Textiles</u> - Creating their own toy (linked to Art)</p>	<p><u>Mechanisms</u> Moving dinosaur picture</p>	<p><u>Mechanisms</u> (wheels and axels) -London Buses</p>	<p><u>Construction</u> Models of buildings found in the local area (create a large map using them)</p>	<p><u>Cooking and Nutrition</u> -What is a balanced diet? -Healthy Picnic</p>	<p><u>Construction</u> Fairy Gardens</p>
Design Technology	<p><u>Design, Make and Evaluate (ongoing)</u></p>					

<p>Music Core scheme: Music Express</p>	<p><u>Exploring Sounds- ‘Ourselves’ (unit 1)</u> Explore ways of using voices expressively and develop skills of singing whilst performing actions, and creating an expressive story.</p> <p><u>Beat- ‘Number’ (unit 2)</u> Develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><u>Pitch- ‘Animals’ (unit 3)</u> Develop an understanding of pitch through using movement, voices and instruments. Identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><u>Exploring Sounds- ‘Weather’ (unit 4)</u> Use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><u>Beat- ‘Machines’ (unit 5)</u> Explore beat through movement, body percussion and instruments. Combine a steady beat with word rhythms and explore changes in tempo.</p> <p><u>‘Pitch’- Seasons (unit 6)</u> Develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p><u>Exploring Sounds- ‘Our School’ (unit 7)</u> Explore sounds found in their school environment and investigate ways to produce and record sounds, using IT.</p> <p><u>Beat- ‘Pattern’ (unit 8)</u> Develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.</p>	<p><u>Exploring Sounds- ‘Story time’ (unit 9)</u> Learn how music can be used to tell a story. Identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><u>Beat- ‘Our Bodies’ (unit 10)</u> Respond with their bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><u>Performance- ‘Travel’ (unit 11)</u> Develop their performance skills and learn songs about travel and transport from around the world.</p> <p><u>Pitch- ‘Water’ (unit 12)</u> Use voices, movement and instruments to explore changes of pitch. Develop a performance with different vocal pitch shapes and tuned percussion.</p>
<p>PSHE Core scheme: Cambridgeshire Primary Personal Development Programme</p>	<p><u>Beginning and Belonging</u> Classroom ground rules are established and positive relationships with the children formed. ‘Safety Circles’ will be created which identify trusted adults at home and at school whom they can ask for help and support.</p>	<p><u>Family and Friends</u> Know what a friend is and does, recognising the diversity in friendship and that friendship patterns change. Learn strategies for coping with difficult situations in friendships. (linked to RE)</p> <p><u>Anti- Bullying</u> Develop children’s understanding of bullying and explore why bullying happens and the impact of bullying on those children who are bullied, those that witness bullying and those who bully others. Consider strategies for preventing bullying and strategies for responding to bullying when it may occur.</p>	<p><u>Diversity and Communities</u> Develop children’s sense of personal identity and self-worth and teach them to consider and respect the needs and views of others.</p>	<p><u>Healthy and safer lifestyles</u> <u>Sex and Relationships:</u> The main themes of this unit are ‘body knowledge’, ‘body functions’, ‘body awareness/image’, ‘personal hygiene’ and ‘prevention of illness and disease’.</p> <p><u>Drug Education:</u> Develop an understanding of how to keep themselves and others safe around medicines and household substances.</p>	<p><u>Personal Safety</u> Children learn how to keep themselves safer in a variety of personal safety contexts.</p>	<p><u>Managing Change</u> Recognise that change is a normal part of life and develop strategies for coping with change.</p>
<p>P.E Core scheme: Cambridgeshire Scheme of Work</p>	<p>Gymnastics -Jumping Jacks</p>	<p>Gymnastics -Rock and Roll</p>	<p>Games -Fundamentals Unit 1</p>	<p>Games -Fundamentals Unit 2</p>	<p>Dance - Moving words</p>	<p>Dance -Weather</p>
<p>MFL</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>R.E Core scheme: The Peterborough Agreed Syllabus for Religious Education</p>	<p>Who are Christians? Why and how do they celebrate Harvest and Christmas?</p>		<p>Places and writings in Christianity: What and where is important for Christian people? Why and how do they celebrate Easter?</p>		<p>What message did the Prophet Muhammed bring? Keeping the Five Pillars– What difference does it make?</p>	
<p>SMSC SMSC is included in everyday lessons. In addition, opportunities are given to learn , achieve and understand the values that underpin British Values.</p>	<p>Skin colour- Christians believe God loves everyone as a father loves his children.</p> <p>Helping others- collection for the Food Bank at Harvest</p> <p>Annual Remembrance service</p>		<p>Bible stories- thinking about how the stories told in the Bible can influence our lives whether we are Christian or not.</p>		<p>Stories told by Prophet Mohammed- caring for all creatures of the world</p>	

