

2024/2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>World-wide knowledge links # (Global citizenship)</b>	<p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p>					
<b>Enquiry</b>	What can we learn from the Egyptians past and present?	Why do we have so many important buildings in Wandsworth?	Who were the early invaders and settlers of Britain and what can we learn from them?	How does archaeology help us find out about the past?	Where does our food come from?	Why are plants so important?
<b>Growth mindset &amp; metacognition</b>	I can't do it ...YET! (Introduce Growth mindset characters).	I know how I learn best	It's good to take a risk	I can share my learning style	Never give up! (The PIT)	I can talk about my learning style
<b>Diversity, Inclusion and Representation</b>	<p><b>Ethnically diverse characters</b> The Rough-Face Girl By Rafe Martin</p> <p>Goldy Luck and the Three Pandas By Natasha Lim</p>	<p><b>Cultural diversity</b> Some Places More Than Others By Renée Watson</p> <p>The Name Jar By Yangsook Choi</p>	<p><b>Neuro diversity</b> The Alphabet War: A Story of Dyslexia by Diana Burton Robb</p> <p>The Girl Who Thought in Pictures: the Story of Dr. Temple</p>	<p><b>Physical disability</b> Six Dots: A Story of Young Louis Braille by Jen Bryant</p> <p>Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah By Laurie Ann Thompson</p>	<p><b>Gender equality</b> No Difference Between Us By Jayneen Sanders</p> <p>Be the Difference: 40+ ideas for kids to create positive change using empathy, kindness, equality and environmental</p>	<p><b>Refugee equal rights</b> The Journey By Francesca Sanna</p> <p>Dreams of Freedom By Amnesty International</p>

			Grandin: 1 by Julia Finley Mosca		awareness By Jayneen Sanders	
<b>V</b> alues	Rule of Law Patience	Faith Empathy	Hope Appreciation	Peace Unity	Individual liberty Co-operation	Courage
<b>E</b> nriching experiences	The British Museum	Artis: Magnetic Fields workshop  Science Museum – feel the force workshop	Putney Arts Theatre	Archaeologist Dig around the school	Artis: Roald Dahl Wandsworth Town centre/ Supermarket-shopping for healthy food	Wandsworth Park-to link with our topic on plants.
<b>English</b> Key Texts	 The Egyptian Cinderella	 The Tin Forest	 How to train a Dragon	 Stone Age Boy	 The Enormous Crocodile	 Jack and the Beanstalk and the Three Wishes
<b>English Writing</b> Genre	Story writing Non chronological report	Story writing Playscript	Story writing Instructions Explanation	Story writing Non chronological report/ letter	Recount Balanced argument	Biography Newspaper Poetry
<b>Maths</b>	<b>Number: Place Value</b>  3 weeks	<b>Number: Addition and Subtraction</b>  2 weeks	<b>Number: Multiplication and Division</b>  3 weeks	<b>Measurement: Length and Perimeter</b>  3 weeks	<b>Number: Fractions</b>  - 3 add and subtract fractions with the same denominator within one whole	<b>Geometry: Properties of shape</b>  - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D

	<p><b>Number: Addition and Subtraction</b></p> <p>3 weeks</p>	<p><b>Number: Multiplication and Division</b></p> <p>3 weeks</p>	<p><b>Measurement: Money</b></p> <p><b>Statistics</b></p> <p>2 weeks</p>	<p><b>Number: Fractions</b></p> <p>2 weeks</p> <p>Consolidation</p>	<ul style="list-style-type: none"> <li>- compare and order unit fractions, and fractions with the same denominators</li> <li>- solve problems that involve all of the above weeks</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>- add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>- estimate and read time with increasing accuracy to the nearest minute;</li> </ul>	<p>shapes in different orientations and describe them</p> <ul style="list-style-type: none"> <li>- recognise angles as a property of shape or a description of a turn</li> <li>- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> </ul> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- interpret and present data using bar charts,</li> </ul>
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					<p>record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <ul style="list-style-type: none"> <li>- know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>- compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<p>pictograms and tables</p> <ul style="list-style-type: none"> <li>- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>
<b>Science</b>	<p><b>Rocks</b></p> <p>compare and group together different kinds of rocks on the basis of their appearance and</p>	<p><b>Forces and Magnets</b></p> <p>compare how things move on different surfaces</p>	<p><b>Light</b></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p>	<p><b>Animals including Humans</b></p> <p>identify that animals, including humans, need</p>	<p><b>Plants</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p><b>Plants</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>

	<p>simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p>	<p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows changes</p>	<p>the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
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		<p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>				
<b>Geography</b>		<p>Countries of the World</p> <ul style="list-style-type: none"> <li>• KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>			<p>Where does our food come from?</p> <ul style="list-style-type: none"> <li>• KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</li> </ul>	<p>In the Desert</p> <ul style="list-style-type: none"> <li>• KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• KS2 - describe and understand key aspects of physical geography, including: climate</li> </ul>

		<ul style="list-style-type: none"> <li>• KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>• KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul>			<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>• KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>• KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</li> </ul>	<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and</li> </ul>
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		<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>			<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>describe features studied</p>
<b>History</b>	<p>What can we find out about ancient Egypt?</p>	<p>A local study</p>	<p>Anglo Saxons, Picts and Scots</p> <ul style="list-style-type: none"> <li>• KS2 - Britain's</li> </ul>	<p>Stone Age to Iron Age</p> <p>KS2 - changes in Britain from the</p>		



	<ul style="list-style-type: none"> <li>KS2 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>		settlement by Anglo-Saxons and Scots	Stone Age to the Iron Age		
<b>Art &amp; Design</b>	<p>Cross curricular Egyptians (Art + DT)</p> <ul style="list-style-type: none"> <li>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>KS2 - to improve their</li> </ul>	<p>Can we change places (Art)</p> <ul style="list-style-type: none"> <li>KS2 - to create sketch books to record their observations</li> <li>KS2 - use sketchbooks</li> </ul>	<p>Viking Art (Art)</p> <ul style="list-style-type: none"> <li>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>KS2 - to improve their mastery of art</li> </ul>	<p>Storybooks (DT)</p> <ul style="list-style-type: none"> <li>KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</li> </ul>	<p>Seurat and Pointillism (Art)</p> <ul style="list-style-type: none"> <li>KS2 - to create sketch books to record their observations</li> <li>KS2 - use sketchbooks to review and revisit ideas</li> </ul>	<p>Making mini greenhouses (DT)</p> <ul style="list-style-type: none"> <li>KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are</li> </ul>

	<p>mastery of art and design techniques, including painting with a range of materials</p> <ul style="list-style-type: none"> <li>• KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</li> </ul>	<p>to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</li> </ul>	<p>and design techniques, including painting with a range of materials</p> <ul style="list-style-type: none"> <li>• KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</li> </ul>	<p>purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>• KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, </li></ul>	<ul style="list-style-type: none"> <li>• KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• KS2 - about great artists in history</li> </ul>	<p>fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>• KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, </li></ul>
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				<p>joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>• KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• KS2 - investigate and analyse a range of existing products</li> <li>• KS2 - evaluate their ideas and products against their own design criteria and</li> </ul>		<p>shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>• KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• KS2 - investigate and analyse a range of existing products</li> <li>• KS2 - evaluate their ideas and products against their own design criteria and consider the views of others</li> </ul>
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				<p>consider the views of others to improve their work</p> <ul style="list-style-type: none"> <li>• KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>		<p>to improve their work</p> <ul style="list-style-type: none"> <li>• KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<b>Computing</b>	<p>Connecting computers</p> <ul style="list-style-type: none"> <li>• Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next,</li> </ul>	<p>Stop-frame animation</p> <ul style="list-style-type: none"> <li>• Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners</li> </ul>	<p>Programming A - Sequencing sounds</p> <ul style="list-style-type: none"> <li>• This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They</li> </ul>	<p>Branching databases</p> <ul style="list-style-type: none"> <li>• Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use</li> </ul>	<p>Desktop publishing</p> <ul style="list-style-type: none"> <li>• Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade</li> </ul>	<p>Programming B – Events and actions in programs</p> <ul style="list-style-type: none"> <li>• This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context</li> </ul>

	<p>learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p>	<p>adding other types of media to their animation, such as music and text.</p>	<p>will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>	<p>them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p>documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>
<b>Music</b>	<a href="#">Unearthing the Egyptians</a>	<a href="#">Wonderful Wandsworth</a>	<p><a href="#">Invaders and settlers</a></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble</li> </ul>	<a href="#">Let's be an archaeologist</a>	<p><a href="#">Food glorious food</a></p> <ul style="list-style-type: none"> <li>• Play and perform using their voices and playing</li> </ul>	<p><a href="#">Gardener's world</a></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall</li> </ul>

<p><b>Insert from Charanga</b></p>	<ul style="list-style-type: none"> <li>•Develop an understanding of history of music <i>(look at a selection of musical instruments from Egypt's past e.g. harp, lute, sistrums, bell, drum, trumpet, flute)</i></li> </ul>	<ul style="list-style-type: none"> <li>•Listen with attention to detail and recall sound with increasing aural memory <i>(create a sound scape of a journey in the local area)</i></li> </ul>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. •Listen with attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> <li>•Appreciate and understand a wide-range of high quality recorded music from different traditions <i>Link to Viking Saga Songs e.g. Loki the Joker (BBC resource)</i></li> </ul>	<ul style="list-style-type: none"> <li>•Improvise and compose music for a range of purposes using the interrelated dimensions of music <i>(e.g. create musical sounds to represent the sounds of early man in caves)</i></li> </ul>	<p>instruments music with increasing accuracy, fluency, control and expression. <i>(Link to Food Glorious Food, from the musical Oliver)</i></p>	<p>sounds with increasing aural memory <i>(e.g. I like the flowers, by Beat Boppers Children's Music)</i></p>
<p><b>PE</b></p>	<p>Personal</p>	<p>Social</p>	<p>Cognitive</p>	<p>Creative</p>	<p>Physical</p>	<p>Fitness</p>
<p><b>PSHE</b></p>	<p><a href="#">Unearthing the Egyptians</a></p> <p><b>Internet safety and harms</b> – link to computing</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know</li> </ul>	<p><a href="#">Wonderful Wandsworth</a></p> <p><b>Mental wellbeing</b> – link to anti-bullying week</p> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative</li> </ul>	<p><a href="#">Invaders and settlers</a></p> <p><b>Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and</li> </ul>	<p><a href="#">Let's be an archaeologist</a></p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example,</li> </ul>	<p><a href="#">Food glorious food</a></p> <p><b>Mental wellbeing</b> – link to mental health awareness week</p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words</li> </ul>	<p><a href="#">Gardener's world</a></p> <p><b>Physical health and fitness</b> –</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>

	<p>how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>and often lasting impact on mental wellbeing.</p> <ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<p>treated, and the importance of handwashing.</p>	<p>obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> <p>Healthy eating – link to science</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>
<b>RE</b>	The Christian Family	Mary, Mother of God	Sacrament of Reconciliation	Celebrating the Mass	Celebrating Easter and Pentecost	Being a Christian

	<p>Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. Use a wider range of religious vocabulary Ask and respond to questions about their own and others'</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Use a wider range of religious vocabulary Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of</p>	<p>Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. Use a wider range of religious vocabulary Ask and respond to questions about their own and others' experiences and feelings</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy; a range of religious beliefs, different roles of people in the local, national and global Church. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. Use a wider range of religious vocabulary</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Use a wider range of religious vocabulary Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Making links to Scripture to support a point of view. The chance to express a preference  The Easter story The Ascension</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions. Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Making links to Scripture to support a point of view.</p>
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	<p>experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification.</p> <p><b>Baptism</b></p>	<p>points of views, supporting these views with reasons and justification.</p> <p><b>The Annunciation</b> <b>The Incarnation</b> <b>Advent</b> <b>The birth of Jesus</b></p>	<p>about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification. The chance to express a preference</p> <p><b>The Great Commandment</b> <b>The Sacrament of Reconciliation</b></p>	<p>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. Listening and responding to a variety of points of views, supporting these views with reasons and justification. The chance to express a preference</p> <p><b>The Last Supper</b> <b>The Parts of Mass</b> <b>Our Parish Church</b></p>	<p><b>Pentecost</b> <b>Fruits of the Spirit</b></p>	<p>The chance to express a preference</p> <p><b>St Paul Prayer</b></p>
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