

Curriculum Map

Year 1



Multi-ability Cog Focus & Learning Journeys

Unit 1



- I try several times if at first I don't succeed and I ask for help when appropriate (Level 2)
- I can follow instructions, practise safety and work on simple tasks by myself (Level 1)

Unit 2



- I can help praise and encourage others in their learning (Level 2)
- I can work sensibly with others, taking turns and sharing (Level 1)

Unit 3



- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2)
- I can understand and follow simple rules and can name some things I am good at (Level 1)

Unit 4



- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2)
- I can explore and describe different movements (Level 1)

Unit 5



- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2)
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)

Unit 6



- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2)
- I am aware of why exercise is important for good health (Level 1)

Weeks

Fundamental Movement Skill Focus

Theme

1-3

Coordination:
Footwork
(FUNS Station 10)



The Birthday Bike Surprise

4-6

Static Balance:
One Leg
(FUNS Station 1)



Pirate Pranks!

7-9

Dynamic Balance to Agility:
Jumping and Landing
(FUNS Station 6)



Journey to the Blue Planet

10-12

Static Balance:
Seated
(FUNS Station 2)



Monkey Business!

13-15

Dynamic Balance:
On a Line
(FUNS Station 5)



Tilly the Train's Big Day

16-18

Static Balance:
Stance
(FUNS Station 4)



Thembi Walks the Tightrope

19-21

Coordination:
Ball Skills
(FUNS Station 9)



Clowning Around!

22-24

Counter Balance:
With a Partner
(FUNS Station 7)



Wendy's Water-ski Challenge

25-27

Coordination:
Sending and Receiving
(FUNS Station 8)



John and Jasmine Learn to Juggle

28-30

Agility:
Reaction/Response
(FUNS Station 12)



Ringo to the Rescue

31-33

Agility:
Ball Chasing
(FUNS Station 11)



Sammy Squirrel and his Rolling Nuts

34-36

Static Balance:
Floor Work
(FUNS Station 3)



Caspar the Very Clever Cat

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	I'm Riding on my Bike 	Coordination: Footwork (FUNS 10) – Birthday Bike Surprise	Off for a Ride game	Time Shares
2	I'm Riding on my Bike 	Coordination: Footwork (FUNS 10) – Birthday Bike Surprise	Off for a Ride game	Time Shares
3	I'm Riding on my Bike 	Coordination: Footwork (FUNS 10) – Birthday Bike Surprise	Follow the Leader game	Time Shares
4	Pirate Adventure 	Static Balance: One Leg (FUNS 1) – Pirate Pranks	Oh! You'll Never Get to Sea song	Time Shares
5	Pirate Adventure 	Static Balance: One Leg (FUNS 1) – Pirate Pranks	Popping Pirates game	Time Shares
6 (Revisit assessment)	Pirate Adventure 	Static Balance: One Leg (FUNS 1) – Pirate Pranks	Popping Pirates game	Time Shares

Unit 1

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Moon Adventure 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Journey to the Blue Planet	I Jumped Aboard a Rocket Ship song	Taps for Congrats
2	Moon Adventure 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Journey to the Blue Planet	I Jumped Aboard a Rocket Ship song	Taps for Congrats
3	Moon Adventure 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Journey to the Blue Planet	Home Planet game	Taps for Congrats
4	Fun in the Jungle 	Static Balance: Seated (FUNS 2) – Monkey Business!	Five Cheeky Monkeys song	Taps for Congrats
5	Fun in the Jungle 	Static Balance: Seated (FUNS 2) – Monkey Business!	Cheeky Monkey Says game	Taps for Congrats
6 (Revisit assessment)	Fun in the Jungle 	Static Balance: Seated (FUNS 2) – Monkey Business!	Exchange Objects in 3s game	Taps for Congrats

Unit 2

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Puffing Along 	Dynamic Balance: On a Line (FUNS 5) – Tilly the Train's Big Day	Five Little Puffer Trains song	Questions Carousel
2	Puffing Along 	Dynamic Balance: On a Line (FUNS 5) – Tilly the Train's Big Day	Puffing Along game	Questions Carousel
3	Puffing Along 	Dynamic Balance: On a Line (FUNS 5) – Tilly the Train's Big Day	Puffing Along game	Questions Carousel
4	Line Out 	Static Balance: Stance (FUNS 4) – Thembi Walks the Tightrope	Mirror, Mirror on the Wall game	Questions Carousel
5	Line Out 	Static Balance: Stance (FUNS 4) – Thembi Walks the Tightrope	Mirror, Mirror on the Wall game	Questions Carousel
6 (Revisit assessment)	Line Out 	Static Balance: Stance (FUNS 4) – Thembi Walks the Tightrope	1 v 1 Balance game	Questions Carousel

Unit 3

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Clown's Naughty Ball 	Coordination: Ball Skills (FUNS 9) – Clowning Around	Add a Move game	Badge of Honour
2	Clown's Naughty Ball 	Coordination: Ball Skills (FUNS 9) – Clowning Around	Add a Move game	Badge of Honour
3	Clown's Naughty Ball 	Coordination: Ball Skills (FUNS 9) – Clowning Around	Grand Prix Qualifying game	Badge of Honour
4	Off to the Seaside 	Counter Balance: With a Partner (FUNS 7) – Wendy's Water-ski Challenge	Hold on Tight song	Badge of Honour
5	Off to the Seaside 	Counter Balance: With a Partner (FUNS 7) – Wendy's Water-ski Challenge	The Never-ending Relay Race game	Badge of Honour
6 (Revisit assessment)	Off to the Seaside 	Counter Balance: With a Partner (FUNS 7) – Wendy's Water-ski Challenge	Lean on Me game	Badge of Honour

Unit 4

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Ball Tricks 	Coordination: Sending and Receiving (FUNS 8) – John and Jasmine Learn to Juggle	Bouncing Balls song	Gift Cards
2	Ball Tricks 	Coordination: Sending and Receiving (FUNS 8) – John and Jasmine Learn to Juggle	Big Top Time game	Gift Cards
3	Ball Tricks 	Coordination: Sending and Receiving (FUNS 8) – John and Jasmine Learn to Juggle	Dice Dance game (integrating sending and receiving activities)	Gift Cards
4	Magic Bean 	Agility: Reaction/Response (FUNS 12) – Ringo to the Rescue	Link Skills game	Gift Cards
5	Magic Bean 	Agility: Reaction/Response (FUNS 12) – Ringo to the Rescue	Link Skills game	Gift Cards
6 (Revisit assessment)	Magic Bean 	Agility: Reaction/Response (FUNS 12) – Ringo to the Rescue	Magical Shapes and Letters game	Gift Cards

Unit 5

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	The Hairy, Scary Woods 	Agility: Ball Chasing (FUNS 11) – Sammy Squirrel and his Rolling Nuts	Collecting Nuts for Winter game	Always, Sometimes, Rarely
2	The Hairy, Scary Woods 	Agility: Ball Chasing (FUNS 11) – Sammy Squirrel and his Rolling Nuts	Collecting Nuts for Winter game	Always, Sometimes, Rarely
3	The Hairy, Scary Woods 	Agility: Ball Chasing (FUNS 11) – Sammy Squirrel and his Rolling Nuts	Develop Combinations game	Always, Sometimes, Rarely
4	Little Kitties Time to Play 	Static Balance: Floor Work (FUNS 3) – Casper the Very Clever Cat	Hungry, Hungry Caspar Cat song (children moving on all 4s)	Always, Sometimes, Rarely
5	Little Kitties Time to Play 	Static Balance: Floor Work (FUNS 3) – Casper the Very Clever Cat	Pass the Hoop game	Always, Sometimes, Rarely
6 (Revisit assessment)	Little Kitties Time to Play 	Static Balance: Floor Work (FUNS 3) – Casper the Very Clever Cat story	Distance Objects game	Always, Sometimes, Rarely

Unit 6

Curriculum Map

Year 2



Multi-ability Cog Focus & Learning Journeys

Unit 1



- I know where I am with my learning and I have begun to challenge myself (Level 3)
- I try several times if at first I don't succeed and I ask for help when appropriate (Level 2)
- I can follow instructions, practise safely and work on simple tasks by myself (Level 1)

Unit 2



- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3)
- I can help praise and encourage others in their learning (Level 2)
- I can work sensibly with others, taking turns and sharing (Level 1)

Unit 3



- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement (Level 3)
- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2)
- I can understand and follow simple rules and can name some things I am good at (Level 1)

Unit 4



- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3)
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2)
- I can explore and describe different movements (Level 1)

Unit 5



- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Level 3)
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2)
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)

Unit 6



- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3)
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2)
- I am aware of why exercise is important for good health (Level 1)

Weeks

Fundamental Movement Skill Focus

1-3

Coordination:
Footwork
(FUNS Station 10)

4-6

Static Balance:
One Leg
(FUNS Station 1)

7-9

Dynamic Balance to Agility:
Jumping and Landing
(FUNS Station 6)

10-12

Static Balance:
Seated
(FUNS Station 2)

13-15

Dynamic Balance:
On a Line
(FUNS Station 5)

16-18

Static Balance:
Stance
(FUNS Station 4)

19-21

Coordination:
Ball Skills
(FUNS Station 9)

22-24

Counter Balance:
With a Partner
(FUNS Station 7)

25-27

Coordination:
Sending and Receiving
(FUNS Station 8)

28-30

Agility:
Reaction/Response
(FUNS Station 12)

31-33

Agility:
Ball Chasing
(FUNS Station 11)

34-36

Static Balance:
Floor Work
(FUNS Station 3)

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Rock, Paper Scissors 	Coordination: Footwork (FUNS 10) – Challenges	Matching Pairs	Time Shares
2	Rock, Paper Scissors 	Coordination: Footwork (FUNS 10) – Challenges	Follow the Leader	Time Shares
3	Rock, Paper Scissors 	Coordination: Footwork (FUNS 10) – Challenges	Matching Pairs	Time Shares
4	Stuck in the Mud 	Static Balance: One Leg (FUNS 1) – Challenges	Balloon Balance	Time Shares
5	Stuck in the Mud 	Static Balance: One Leg (FUNS 1) – Challenges	Mirror Image	Time Shares
6 (Revisit assessment)	Stuck in the Mud 	Static Balance: One Leg (FUNS 1) – Challenges	Balloon Balance	Time Shares

Unit 1

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Stepping Stones 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Develop Combinations (competitive)	Taps for Congrats
2	Stepping Stones 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Develop Combinations (cooperative)	Taps for Congrats
3	Stepping Stones 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Develop Combinations (competitive)	Taps for Congrats
4	Find & Select Shapes 	Static Balance: Seated (FUNS 2) – Challenges	Mirror Image	Taps for Congrats
5	Find & Select Shapes 	Static Balance: Seated (FUNS 2) – Challenges	Exchange Objects in 4s (cooperative)	Taps for Congrats
6 (Revisit assessment)	Find & Select Shapes 	Static Balance: Seated (FUNS 2) – Challenges	Exchange Objects (competitive)	Taps for Congrats

Unit 2

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Race Walking 	Dynamic Balance: On a Line (FUNS 5) – Challenges	Balance Circuit	Questions Carousel
2	Race Walking 	Dynamic Balance: On a Line (FUNS 5) – Challenges	Rock, Paper, Scissors (adapted)	Questions Carousel
3	Race Walking 	Dynamic Balance: On a Line (FUNS 5) – Challenges	Balance Circuit	Questions Carousel
4	Line Out 	Static Balance: Stance (FUNS 4) – Challenges	Balance Transfer (competitive)	Questions Carousel
5	Line Out 	Static Balance: Stance (FUNS 4) – Challenges	Develop Combinations	Questions Carousel
6 (Revisit assessment)	Line Out 	Static Balance: Stance (FUNS 4) – Challenges	Balance Transfer (competitive)	Questions Carousel

Unit 3

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Grand Prix 	Coordination: Ball Skills (FUNS 9) – Challenges	Getting Around Us (cooperative)	Badge of Honour
2	Grand Prix 	Coordination: Ball Skills (FUNS 9) – Challenges	All Routes	Badge of Honour
3	Grand Prix 	Coordination: Ball Skills (FUNS 9) – Challenges	Getting Around Us (competitive)	Badge of Honour
4	On the Mat 	Counter Balance: With a Partner (FUNS 7) – Challenges	Rollerball	Badge of Honour
5	On the Mat 	Counter Balance: With a Partner (FUNS 7) – Challenges	Lean Away	Badge of Honour
6 (Revisit assessment)	On the Mat 	Counter Balance: With a Partner (FUNS 7) – Challenges	Rollerball	Badge of Honour

Unit 4

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Ball Tricks 	Coordination: Sending and Receiving (FUNS 8) – Challenges	Collect Your Rebound	Gift Cards
2	Ball Tricks 	Coordination: Sending and Receiving (FUNS 8) – Challenges	Juggle Challenge	Gift Cards
3	Ball Tricks 	Coordination: Sending and Receiving (FUNS 8) – Challenges	Beat the Buzzer	Gift Cards
4	Ball Handling 	Agility: Reaction/Response (FUNS 12) – Challenges	Quick off the Mark	Gift Cards
5	Ball Handling 	Agility: Reaction/Response (FUNS 12) – Challenges	Copy Your Partner	Gift Cards
6 (Revisit assessment)	Ball Handling 	Agility: Reaction/Response (FUNS 12) – Challenges	Cooperative Challenges	Gift Cards

Unit 5

Lesson	Warm-up	Skill	Application	Review
1 (Baseline assessment)	Scramble Madness 	Agility: Ball Chasing (FUNS 11) – Challenges	Tunnels	Always, Sometimes, Rarely
2	Scramble Madness 	Agility: Ball Chasing (FUNS 11) – Challenges	Develop Combinations	Always, Sometimes, Rarely
3	Scramble Madness 	Agility: Ball Chasing (FUNS 11) – Challenges	Tunnels	Always, Sometimes, Rarely
4	The Hairy, Scary Woods 	Static Balance: Floor Work (FUNS 3) – Challenges	Front Curling	Always, Sometimes, Rarely
5	The Hairy, Scary Woods 	Static Balance: Floor Work (FUNS 3) – Challenges	Reverse Formation	Always, Sometimes, Rarely
6 (Revisit assessment)	The Hairy, Scary Woods 	Static Balance: Floor Work (FUNS 3) – Challenges	Front Curling	Always, Sometimes, Rarely

Unit 6

KS1 units of study

Unit 1.1 What do Christians believe God is like? [God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

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)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- 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.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.
- Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a 'parable' – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.
- Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.
- The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.
- Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.
- Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.
- Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question 'What do Christians believe God is like?' – how fully can pupils answer this, focusing on understanding of the parable's meaning?
- What happens when forgiveness is not given? Get pupils to practise saying 'I'm very sorry' and 'That's ok – I forgive you' to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive?
- Listen to 'You Can Hold On' by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.
- Explain that Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of the Lost Son might lead Christians to think it is very important to say 'praise' and 'saying "sorry"' prayers.
- Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters' prayers. Compare with some Christian prayers from today (e.g. The Lord's Prayer, some examples online from Christian websites, e.g. www.prayerscapes.com/prayers/prayers.html).
- Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.

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Unit 1.2 Who do Christians say made the world? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Retell the story of creation from Genesis 1:1–2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

Understand the impact:

- Give at least one example of what Christians do to say 'thank you' to God for Creation

Make connections:

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Introduce this unit by spending some time with pupils experiencing nature. Ask pupils how they describe what they see and how they feel.

- Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like?
- Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g. choose suitable music and dance moves for each day; use some poems, such as Steve Turner's *In the beginning*; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Answer the key question: Who do Christians say made the world?
- Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or some praise prayers about the Creator.
- Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live?
- Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some 'thank you' comments and to give them to the appropriate people.
- Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world-maker they could ask, what questions would they ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.

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Unit 1.3 Why does Christmas matter to Christians? [Incarnation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- 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

Understand the impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

Make connections:

- 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.

Ideas and some content for learning:
Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts. Ask pupils why they think Christmas is important for Christians.

- Tell some familiar stories about a character who appears to be someone he/she is not (e.g. *Beauty and the Beast*). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation.
- Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?
- Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell the story.
- Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good news for and why, and why Christmas is important for Christians.
- Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring photos. Find out about the colours the vicar/priest might wear: what other signs will there be about Jesus' birthday and that this is important to Christians?
- Introduce the word 'advent', when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar: making a crib scene, etc.)
- Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?
- People give gifts and they also say 'thank you' at Christmas. Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own 'thank you' statements and give them out.

[NB: This unit focuses on Luke's Gospel, so that if your school does Christmas in each year group, the other class(es) could use Matthew's account (chapters 1 and 2), including the wise men and gifts, Christmas carols linking to giving and incarnation, ways in which people help and support others at Christmas.]

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Unit 1.4 What is the 'good news' Christians say Jesus brings? [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave

Understand the impact:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Make connections:

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Ask pupils to come up with a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus' 'world-changers'. Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew's life was changed by his encounter with Jesus, 'friend of the friendless'. (Compare with story of Zacchaeus, Luke 19:1–10; Matthew becomes one of Jesus' 12 disciples.) These accounts are part of the 'Gospel' of Jesus, meaning 'good news'. What was the 'good news' that Jesus brought?
- Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is good news for Christians and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do?
- Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that 'good news' for Christians?
- Explore some ways in which Christians try to bring Jesus' 'good news' to others. For example, just like Jesus was 'friend to the friendless'. Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George's Crypt, Leeds (www.stgeorgescrypt.org.uk/charity).
- Find out how Christians say sorry to God, and receive forgiveness. Sometimes they say sorry in public (see some examples here: bit.ly/2ISR2Vo), sometimes in private (remember the 'saying "sorry"' prayers in Unit 1.1). Sometimes Christians say confession to a priest or vicar. Talk to a Christian to ask about why they say sorry, and what difference it makes to them, believing that God forgives them. Build on earlier learning about forgiveness as part of Jesus' 'good news' for Christians.
- Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus' life and teaching offers them 'good news': where can Christians find friendship, peace and forgiveness in this place? (E.g. how is prayer encouraged? (E.g. candles.); does it feel peaceful? Are there groups who promote friendship in this church? (Note that this leads well into Unit 1.8, which talks about what makes some places sacred to believers.)
- Explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness – these are all good things for people, not only Christians. Note that Christians believe they receive these things especially (but not exclusively) through Jesus.

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Unit 1.5 Why does Easter matter to Christians? [Salvation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
- Recognise that Jesus gives instructions about how to behave

Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

Make connections:

- 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.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- If you are doing this unit in the Spring Term (although this is not compulsory timing), you might introduce it by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.
- Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.)
- Set up an Easter labyrinth or outdoor trail for pupils, including 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus' betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus' appearance to Mary Magdalene and the disciples: John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other).
- Talk about the emotions of Jesus' followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed).
- Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.
- Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.
- Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.

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Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/libadah/iman] [double unit]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can:

Make sense of belief:

- 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

Understand the impact:

- 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

Make connections:

- 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.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as '*Tawhid*').
- *Iman* means belief, and it is expressed in the words of the *Shahadah* ('There is no God but God; Muhammad is the messenger of God'). Find out about the *Shahadah*, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the *adhan*, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life.
- Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: *One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would...* Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.
- Remind pupils that the *Shahadah* says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; see www.natre.org.uk/primary/good-learning-in-re-films). Talk about how these stories might inspire people today.
- Revisit the *Shahadah* – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.).
- Introduce the idea of the Five Pillars as examples of '*libadah*', or 'worship'. Reciting the *Shahadah* is one Pillar. Another is prayer, '*salah*'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? (Note that Units L2.9 and U2.8 will go into other Pillars in more depth, so only introduce the others at this point.)
- Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.

Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] [double unit]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes)

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- 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

Understand the impact:

- 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)

Make connections:

- 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.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events.
- Find out what special objects Jewish people might have in their home (e.g. 'Through the keyhole' activity, looking at pictures of a *mezuzah*, candlesticks, *challah* bread, *challah* board, *challah* cover, wine goblet, other kosher food, Star of David on a chain, prayer books, *chanukiah*, *kippah*). Gather pupils' questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils' questions and help the class to answer them where possible.
- Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring *mezuzah*, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God's *Chosen* or *Favoured* People.
- Look at a *mezuzah*, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.
- Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, *challah* bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes.
- Look at some stories from the Jewish Bible (Tanakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).
- Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: e.g. **Sukkot**: read the story, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a *sukkah* and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today; **Chanukah**: look at some art (e.g. www.artevin.com); read the story and identify keywords; find out about the *menorah* (seven-branched candlestick) and how the nine-branched *chanukiah* links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.
- Consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.

Unit 1.8 What makes some places sacred to believers?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Jewish symbols are seen in synagogues and in the home.

- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?
- Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.
- Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways).
- Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords.
- Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.
- Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.
- Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. **church**: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit; **synagogue**: ark, *Ner Tamid*, Torah scroll, *tzitzit* (tassels), *tefillin*, *talit* (prayer shawl) and *kippah* (skullcap), *chanukiah*, *bimah*; **mosque/masjid**: *wudu*, calligraphy, prayer mat, prayer beads, *minbar*, *mihrab*, *muezzin*.
- Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways.
- Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.
- Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.

Unit 1.9 How should we care for others and the world and why does it matter?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave?

- Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people.
- Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).
- Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.
- Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. *zakat* (almsgiving) in Islam; *tsedaka* (charity) in Judaism.
- Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.
- Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity.
- Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. Make cartoons to show their ideas.
- Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important for everyone, not just religious believers. Make links with the Jewish idea of *tikkun olam* (repairing the world) and Tu B'shevat (new year for trees).

Unit: 1.10 What does it mean to belong to a faith community?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

- 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)

Make connections:

- 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.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.
- Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (**Christians**: e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ichthys badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; **Muslims**: e.g. an example of calligraphy, a picture of the Ka'aba, a *taqiyah* (prayer cap); **Jews**: e.g. a *mezuzah*, a *menorah*, a Kiddush cup, *challah* bread, a *kippah*), symbols of belonging in pupils' own lives and experience.
- Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.'
- Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean.
- Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – *brit bat* or *zeved habat*; Islam: *Aqiqah*; some atheists might have a Humanist naming ceremony.
- Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the *chuppah* in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.
- Compare the promises made in a Christian wedding with the Jewish *ketubah* (wedding contract).
- Compare some of these promises with those made in non-religious wedding ceremonies. Identify some similarities and differences between ceremonies.
- Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.
- Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.
- Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.

National curriculum assessments

Key stage 1

Teacher assessment frameworks at the end of key stage 1

For use from the 2018/19
academic year onwards



Standards
& Testing
Agency

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Changes from the 2018/19 academic year onwards

The Standards and Testing Agency (STA) conducted an evaluation of the interim teacher assessment frameworks during spring 2017, working with teachers and other educational experts. In response, we have made changes to the frameworks in English reading, English writing, mathematics and science.

English writing

New English writing frameworks were introduced in 2017/18; they remain unchanged for the 2018/19 academic year.

Revised versions were introduced in the 2017/2018 academic year following calls from teachers, headteachers and their representatives to make changes to the frameworks for this subject immediately. These changes included moving to a more flexible approach to assessing this subject, as well as revising the 'pupil can' statements to ensure that they appropriately represent the key aspects of the national curriculum and reflect day-to-day classroom practice.

English reading, mathematics and science

The English reading, mathematics and science frameworks have been modified for use from the 2018/19 academic year onwards.

The 'pupil can' statements have been refined, based on feedback from teachers and other educational experts, to ensure that they appropriately represent the key aspects of the national curriculum and reflect day-to-day classroom practice.

Comparability over time

Schools and those judging school performance should note that the changes made to the teacher assessment frameworks will mean that judgements made using these revised versions will not be directly comparable to those made using the previous interim versions.

Guidance for teachers

Main principles

- These frameworks should be used only to make a statutory teacher assessment judgement at the end of the key stage following completion of the key stage 1 curriculum. They should not be used to track progress throughout the key stage.
- The frameworks focus on certain key aspects of the core subjects for the specific purpose of statutory end-of-key stage assessment. They do not cover all of the content of the national curriculum. Pupils meeting the different standards within the frameworks will have a broader range of knowledge and skills than those being assessed, and these should be reported to parents.
- The frameworks are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own assessment policy and not against the frameworks. At the end of the key stage, teachers should make a judgement against the frameworks based on their own assessments of pupils' work.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates that they are meeting a standard is sufficient to show that they are working above preceding standards.
- Each framework has either one or three standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.

Qualifiers and examples

Some of the statements within this framework contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils demonstrate the knowledge or skill required. Further guidance about making consistent judgements is available in STA's exemplification material. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements, and can use STA's exemplification materials.

Assessment of pupils with disabilities

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment should not be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, handwriting if the pupil is physically restricted when writing, or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil, and be able to justify these during moderation.

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable.

Schools should ensure that their teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure their judgements and provide a valuable opportunity for professional development.

Every year, 25 per cent of schools are also subject to statutory external moderation by local authorities of a sample of their outcomes in English reading, English writing and mathematics. This validates judgements to ensure that they are consistent with national standards. It is a collaborative process between schools and local authority moderators. STA's teacher assessment guidance includes further information on moderation.

English reading

Using the English reading framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

English writing

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Mathematics

Using the mathematics framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in mathematics, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 mathematics test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0 + 10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$.

* The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation.

Science

Using the science frameworks

- The standard in this framework contains a number of 'pupil can' statements. To judge that a pupil is working at the standard in science, teachers need to have evidence which demonstrates that the pupil meets **all** of the 'working scientifically' statements and **all** of the 'science content' taught in the final year of the key stage.
- There is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.
- The 'working scientifically' statements must be taught through, and clearly related to, the teaching of substantive science content in the programme of study. The 'science content' statements will be taught and assessed throughout the key stage. The framework shows where statements relating to science content appear in the national curriculum.

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

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Standards
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2018/19 teacher assessment frameworks at the end of key stage 1

For use from the 2018/19 academic year onwards

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