



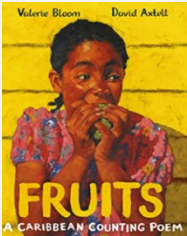
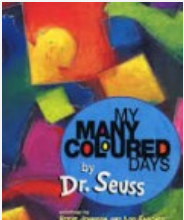

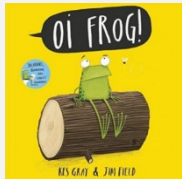


Our reception curriculum is formed of two distinct elements which work together to provide the best outcomes for our pupils. We have a planned and carefully sequenced element-an overview of which can be seen here.

Complementing this we have an emergent curriculum; this informs the way in which we teach the knowledge and skills planned through our "subjects". For example, factors such as the children's interests, life and weather events and relationships with families and our community all play an important part. Our emergent curriculum allows us to create authentic learning experiences that harness children's interests, to motivate and engage them in learning, using their interest as a context for teaching and a vehicle by which to invite further learning and development.

Each year we tailor our rich and ambitious curriculum to the needs, wants and interest of our pupils and our wider community we ensure pupils development and progress is supported. This flexible curriculum approach enables us to close achievement gaps and focus on accelerating children's progress from their starting points.

"When given time to follow their interests, children start to make connections." (Bruce, 2009).

Children begin their journey to recognise and understand our school Christian values.						
Area of Learning	Autumn 1 Learning Journey All About Me	Autumn 2 Learning Journey Transport	Spring 1 Learning Journey People who help us	Spring 2 Learning Journey Animal World	Summer 1 Learning Journey Growing/Life Cycles	Summer 2 Learning Journey Once upon a time
Core texts from the Literature Spine Fiction	<p><u>On Sudden Hill</u> by Linda Sarah  <u>Owl Babies</u> by Martin Waddell  <u>Going to School</u> by Cividari Anne  <u>Only One You</u> by Linda Kranz  <u>Oliver's Vegetables</u> by Vivian French  <u>Shhhhhh!</u> By Sally Grindley (share with families at home)  <u>So Much</u> by Trish Cooke  <u>The Proudest Blue</u> by Ibtihaj Muhammad</p> 	<p><u>Magic Train Ride</u> by Sally Crabtree  <u>Naughty Bus</u> by Jan Oak  <u>Whatever Next</u> by Jill Murphy  <u>Mrs Armitage on Wheels</u> by Quentin Blake  <u>Mr Gumpy's Outing</u> by John Burningham  <u>All Aboard the London Bus</u> by Patricia Toht</p> 	<p><u>Superatato - Veggies Assemble</u> by Sue Hendra  <u>Topsy and Tim: Meet the Police/ Doctor</u> by Jean Adamson  <u>Superhero Hotel</u> by Abbie Longstaff  <u>My Two Grannies</u> by Floella Benjamin  <u>Six Dinner Sid</u> by Inga Moore</p> 	<p><u>Walking Through the Jungle</u> by Julia Lacombe  <u>Handa's Surprise</u> by Eileen Browne  The Little Red Hen (various traditional tale)  <u>The Goggle-Eyed Goats</u> by Stephen Davies  <u>The Very Busy Spider</u> by Eric Carl  <u>I Wanna Iguana</u> by Karen Kaufman</p> 	<p>Jack and the Beanstalk (various traditional tales)  <u>The Very Hungry Caterpillar</u> By Eric Carle  <u>Rosie's Walk</u> by Pat Hutchins  <u>What If..</u> by Samantha Berger  <u>The Extraordinary Gardener</u> by Sam Boughton  <u>Wild</u> by Emily Hughes  <u>Katie and the Sunflowers</u> by James Mayhew</p> 	<p>Goldilocks and the Three Bears, The Three Little Pigs, The Gingerbread Man  Little Red Reading Hood (various traditional tales)  <u>Little Red and the Very Hungry Lion</u> by Alex T Smith  <u>On the Way Home</u> by Jill Murphy  <u>The Princess And The Pea</u> retold by Rachel Isadora  <u>Jack and the Jellybean Stalk</u> by Rachel Mortimer</p> 

<p><b>Core texts from the Literature Spine Non Fiction</b></p>	<p><u>Harvest Festival -Festival and Celebration</u> by Nancy Dickmann</p> 	<p>Information books - Autumn/Diwali Christmas books/ stories Nativity Story Remembrance</p> <p>Other texts from children's interests</p>	<p>Information books - winter and polar regions</p> <p>Non-fiction - Firefighter</p>	<p>Information books - Spring The Easter Story Animal books - baby animals <u>The Bee Book</u> by Charlotte Milner</p> 	<p>From Tadpole to Frog by Wendy Pfeffer</p>	<p>Information books - seaside (past and present)</p> <p>Books to support own interests and personal targets</p>
<p><b>Core texts from the Poetry Spine</b></p> <p>Poems and Rhymes will also be chosen by the children or be discovered from their input into the curriculum</p>	<p>Traditional Nursery Rhymes <u>Fruits- A Caribbean Counting Poem</u> by Valerie Bloom</p> 	<p><u>My Many Coloured Days</u> by Dr Suess <u>This Little Puffin</u> Compiled by Elizabeth Matterson</p> 	<p><u>Polar Bear, Polar Bear</u> by Eric Carle <u>A Treasury of Songs</u> By Julia Donaldson</p> 	<p>Traditional Rhymes <u>Mad about Mini Beasts</u> and <u>Commotion in the Ocean</u> by Giles Andreae <u>Oi Frog</u> by Kes Gray</p> 	<p>Traditional Rhymes <u>A Tiny Seed</u> by Eric Carle</p> 	<p><u>We're going on a Bear Hunt</u> by Michael Rosen <u>Sharing a Shell</u> by Julia Donaldson</p> 
<p><b>Forest School Session</b></p>	<p>Sharing and Learning Together What is this place like?</p>	<p>Is it Autumn? How do you know?</p>	<p>How do I feel when I'm outside today?</p>	<p>What grows and lives here?</p>	<p>What can I create here?</p>	<p>Once upon a time in the wood... 'We're going on a Bear Hunt'</p>
<p><b>Possible themes and interest within emergent curriculum to be aware of</b></p>	<p>settling into learning in a school setting</p> <p>Harvest Festival at St Mary's Church</p> <p>Birthdays</p> <p>Visit Whit Hern Park</p>	<p>Autumn weather and effects on our natural world</p> <p>Diwali</p> <p>Christmas stories and celebrations</p> <p>Nativity</p>	<p>Winter-frost and snow experiences</p> <p>Cold Places in the World</p> <p>Year 2 children 'chat' together about Antarctica.</p> <p>Chinese New Year</p> <p>People who help us Visiting Speakers</p>	<p>Spring</p> <p>Lent</p> <p>Easter</p> <p>Palm Service at St Mary's Church</p>	<p>Weddings</p> <p>Eid</p> <p>Educational Visit e.g. The Discover Centre</p>	<p>Summer</p> <p>Seaside Places</p> <p>Personal Targets</p>


	Our curriculum ambitions for our children are to:					
<b>Personal, Social and Emotional Development</b> Self-Regulation  Managing self  Building Relationships	See themselves as a valuable individual.		Show resilience and perseverance in the face of challenge.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Think about the perspectives of others.	Show sensitivity to their own and other's needs.
	Build constructive and respectful relationships.					
	Express their feelings and consider the feelings of others, regulate behaviour accordingly.		Identify and moderate their own feelings socially and emotionally.		Explain the reasons for rules.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	Self-regulation Managing Self- ongoing learning focus		Be confident to try new activities	Set and work towards simple goals.  Be confident to try new activities	Manage own basic hygiene and personal needs.  Be confident to try new activities	Give focus attention to what the teacher says, responding appropriately even when engaged in an activity
	Building Relationships					Show an ability to follow instructions involving several ideas or actions.
<b>JIGSAW</b>	Being me in my World	Celebrating Differences (anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Communication and Language</b> Listening, attention and understanding  Speaking	Understand how to listen carefully and why listening is important.	Ask questions to find out more.	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail.	Listen to and talk about stories to build familiarity and understanding.	Retell the story once they have developed a deep familiarity with the text.
	Engage in story times.	Develop social phrases		Use talk to help work out problems and organise thinking and activities.		
	Listen attentively and respond to what they hear	Makes comments about what they have heard and ask questions to clarify their understanding.	Connect one idea or action to another using a range of connectives.		Continue to engage in non-fiction books.	Retell -some exact repetition and some in their own words.
	Ask relevant questions, make comments and follow actions when being read to and during whole class interactions	Hold conversations- engaged in back-and-forth exchanges with adults and peers	Engage in non-fiction text. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Explain how things work and why they might happen, offer explanations.  Make use of recently introduced vocabulary from stories, non-fiction text, rhymes and poems	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense.  Making use of conjunctions with modelling and support from their teacher.	Use new vocabulary in different contexts
			Participate in small group, class and one-to-one discussion offering their own ideas using recently introduced vocabulary.			
	Learn and use new vocabulary. contexts		Learn and listen carefully to rhymes and songs, paying attention to how they sound.			Use new vocabulary in different contexts

<b>Physical Development</b>  Gross motor skills  Fine motor skills	Further develop the skills they need to manage the school day successfully e.g., lining up queuing, mealtimes, personal hygiene  Develop fine motor skills - holding pencil correctly, using scissors.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Continue to develop fine motor skills - holding pencil correctly, using scissors.	Further develop and refine a range of ball skills including throwing, catching a ball, kicking, passing, batting and aiming.  Develop confidence, competence, precision when engaging in activities which involve a ball	Know and talk about all the different factors which support their overall health and wellbeing: regular physical activity, toothbrushing, sensible amounts of 'screen time', having a good sleep pattern routine, being a safe pedestrian.	Combine different movements with ease and fluency.  Develop the foundations of a handwriting style which is fast, accurate and efficient	Confidently and safely use a range of large and small apparatus
<b>GetSet4PE</b>	Fundamentals 1 All about Me	Dance 2	Introduction to PE	Gym 1	Balls Skills 1 Mini Beasts	Introduction to PE 1
	Dance 1	Games 1	Fundamentals 2 All about Me	Games 2	Ball Skills 2 Weather	Gym 2
<b>Mathematics</b>  Number  Numerical Patterns	Engage in subitising numbers to 4/ 5.  Increasingly confident in recognition of number and ordering 0 to 10 (ordinality)  Match the numeral with a group of items to show how many there are (up to 10)  Join in with number songs, attempting to represent numbers using fingers where appropriate.  Recite numbers to 10 and beyond.  Demonstrate counting using 1:1 correspondence  Attempt to count irregular objects, actions and sounds.	Consolidate subitising 4/5.  Discuss composition of numbers, showing some automatic recall of number facts.  Begin to recognise parts within numbers. e.g., Look at 4 buttons and say "I can see a group of 2 and another group of 2" Recite numbers to 20 confidently.  Count back from 10.  Show 1:1 accuracy when counting a group of up to 5/10 objects.  Use and understand the terms more and	Show awareness that numbers are made up (composed) of smaller numbers, explore partitioning in different ways with a wide range of up to 10 objects.  Recite numbers to 20 confidently.  Count back from 10.  Introduce doubling/halving/sharing - making links with number bonds, pattern, symmetry and odds and evens.  Consolidate understanding of more and fewer/less/equal in practical contexts.	Begin to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts).  Use informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.  Compose and decompose shapes, investigate turning and flipping objects in order to make shapes fit and create models; predicting and	Compare numbers, showing interest in large numbers and begin to record using symbols.  Solve problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.  Begin to experience measuring time with timers and calendars.  Increasingly able to order and sequence events using everyday language related to time.  Recognise coins - £1 and apply this learning	To explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and symbols.  Consolidate subsidisation of larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.  Revisit and consolidate areas of maths highlighted in assessments.  Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.

	<p>Use and understand the terms "more/less" in practical contexts.</p> <p>Measure - use and understand the terms short/tall, large/small.</p> <p>Change calendar, recite days of the week - daily.</p>	<p>fewer/less/equal in practical contexts. Understand the term equal when comparing two groups of objects.</p> <p>Shape - Identify straight and curved sides on 2D shapes, use 2D shapes to make pictures/models.</p> <p>Change calendar, recite days of the week - daily.</p>	<p>Choose familiar objects to create repeating patterns beyond AB patterns and begin to identify the unit of repeat- (make links with Diwali)</p> <p>Recognise patterns in the environment.</p> <p>Make links with Chinese New Year to introduce ordinal numbers (timing of this may vary - dependant on Chinese New Year dates)</p> <p>Change calendar, recite days of the week - daily.</p>	<p>visualising how they will look (spatial reasoning). Apply knowledge of 2D/3D shape to independent learning, using own ideas to make models of increasing complexity.</p> <p>Estimation of numbers and objects - showing understanding of relative size.</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints - use simple maps to support.</p> <p>Change calendar, recite days of the week - daily.</p>	<p>during CIL using the role play shop.</p> <p>Change calendar, recite days of the week - daily.</p>	<p>Change calendar, recite days of the week - daily.</p>
<b>Maths Stories</b>	<p><u>Billy's Bucket</u> by Kes Gray</p> <p><u>Ten Terrible Dinosaurs</u> by Paul Stickland</p>	<p><u>The Shopping Basket</u> by John Burningham</p>	<p><u>I Spy Numbers</u> by Jean Marzollo and Walter Wick</p> <p><u>10 Little Rubber Ducks</u> by Eric Carle</p>	<p><u>Henry's Map</u> by David Elliot</p> <p><u>Rosie's Walk</u> by Pat Hutchins</p> <p><u>Grandpa's Quilt</u> by Betsy Franco and Linda A. Bild</p>	<p><u>The Great Pet Sale</u> by Mick Inkpen</p> <p><u>Five Minutes' Peace</u> by Jill Murphy</p> <p><u>Who Sank the Boat?</u> by Pamela Allen</p>	<p><u>The Doorbell Rang</u> by Pat Hutchins</p> <p><u>Ten Black Dots</u> by Donald Crews</p>



<b>Literacy</b>  Comprehension  Word reading  Writing	<p>Begin to read individual letters by saying the sound for them.</p>	<p>Read words consistent with their sound knowledge by sound blending.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Read simple phrases/sentences made up of words with known letter/sound correspondence and where necessary a few exception words.</p>	<p>Form lower case and capital letters correctly.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>
	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Development of fine and gross motor skills to prepare for writing</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to mark make and write recognisable letters.</p> <p>Using RM handwriting shapes/formation and mnemonic.</p>	<p>Begin to write recognisable letters most of which are correctly formed.</p> <p>Anticipate key events in stories.</p> <p>Using RM handwriting shapes/formation and mnemonic.</p>	<p>Begin to read 'Common Exception' words matched to phonics programme.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Begin to read aloud sentences/captions which are consistent with their phonic knowledge.</p> <p>Using RM handwriting shapes/formation and mnemonic.</p> <p>Spell words by identifying sounds in them and recognising the link between phoneme and grapheme.</p>	<p>Re-read books to build confidence in word reading, fluency and understanding and enjoyment.</p> <p>Secure writing of recognisable letters most of which are correctly formed.</p> <p>Using RM handwriting shapes/formation and mnemonic.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter.</p>	<p>Using RM handwriting shapes/formation and mnemonic.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p>Write simple phrases and sentences which can be read by others.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word.</p> <p>Using RM handwriting shapes/formation and mnemonic.</p>
<b>Handwriting</b>	<p>There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.</p> <p>Step 1: Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons. These letters are now taught in handwriting groups:</p> <ul style="list-style-type: none"> <li>• 'Around' letters: c a o d g q</li> <li>• 'Down' letters: l t b p k h i j m n r u y</li> </ul>					

	<ul style="list-style-type: none"> <li>• 'Curly' letters: e f s</li> <li>• 'Zig-zag' letters: v w z x.</li> </ul> <p>Step 2: Once children can form the letters correctly, they learn how to place the letters on the line. Picture mnemonics help children to visualise the size and placement.</p> <ul style="list-style-type: none"> <li>• Some small letters are called 'boat letters': a c e i m n o r s u v w x z.</li> <li>• Letters that are written below the line are called 'water letters': g j p q y.</li> <li>• Some letters are as tall as the sun and are called 'sun letters': b d h k l (f and t are just a little bit smaller).</li> </ul>					
	Read Write Inc synthetic phonics programme	Read Write Inc synthetic phonics programme	Read Write Inc synthetic phonics programme	Read Write Inc synthetic phonics programme	Read Write Inc synthetic phonics programme	Read Write Inc synthetic phonics programme
<b>Understanding the World</b>  The Natural World  People, Culture and Communities  Past and present	<p>Talk about members of their immediate family and community. (Grandparents)</p> <p>Name and describe people who are familiar to them.</p> <p>Know some similarities and differences between in the past and now- How have I changed since I was a baby?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Important changes and seasons. Use language to describe when it happened.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Remembrance Poppies) <u>Where the Poppies Now Grow</u> by Hilary Robinson</p> <p>Understand that some places are special to members of their community.</p> <p>Transport in the past. (steam trains) <u>Mr Gumpy's Motor Car</u> by John Burningham</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>Recognise some environments that are different to the one in which they live. (Year 2 Pupil meet and share findings about Antarctica) <u>Penguin Small</u> by Mick Inkpen</p> <p>Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <u>Lots</u> by Marc Martin</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe immediate environments.</p> <p>Similarities and differences between different cultural and religious communities. <u>Mama Panya's Pancakes</u> by Mary and Rich Chamberlin</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p>Talk about the lives around them and their roles in society.</p>	<p>Explore the natural world around them.</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map. (<u>Rosie's Walk</u> by Pat Hutchins)</p> <p>Similarities and differences between the natural world around them and contrasting environments</p>	<p>Comment on images of familiar situations in the past. What can we find out from objects from the past? Postcards from Seaside holidays.</p> <p>Know some similarities and differences between in the past and now. (Punch and Judy show, donkey rides, bathing huts, swimming costumes)</p> <p>Compare and contrast characters from stories, including figures from the past. (Queen Elizabeth &amp; Queen Victoria) <u>The Queen's Knickers</u> by Nicholas Allan <u>The Queen's Hat</u> by Steve Anthony (Prehistoric Man) <u>Dave's Cave</u> By Frann Preston Gannon</p>

Expressive Arts and Design	Creating with materials	Develop story lines in their own pretend play- making use of props and materials.	Experiment with using different textures and paint mixing. <i>What happens to the colours when I mix them?</i>	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Re-visit- listen to the same song. Ask the children to think about ways to move to it.	Create collaboratively sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feeling and responses.
	Being Imaginative and Expressive	Share their creations with adults and peers. Create art indoors and outdoors. (Making paint using natural materials e.g. water and mud. Using natural materials to create prints and collages)	Experiment with art that shows how I feel.	Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function. <i>Feely Drawings</i> -chd draw something they can only feel using a variety of mark making tools.	Share their creations explaining the process they have used.	. Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function.	Begin to recognise different textures and how I can use them.
		Sing a range of well-known nursery rhymes and songs Ask the children to think about how they feel when they hear a song. Give them time to respond and notice their responses.	Sing in a group or on their own, increasingly matching the pitch, tempo and following the melody. <u>Tempo (speed) Footsteps</u> <u>Pitch (high/low)</u> Bring your characters from stories to life using your voices. <i>Hertfordshire Music Service Composition Compendium</i>	Use long notes and short notes to explore duration (pulse and rhythm) Explore pulse through moving, clapping and dancing.	Know what I like and how I can make something better.	Know the sounds of different percussion instrument. , e.g., "What's in the Music Basket?" listening games	Choose the best tool/movement/instrument/sounds for the effect I want.



RE	Teaching follows the Hertfordshire Agreed Syllabus. Each of the eight areas is highlighted in the planning as well as suggested questions and areas to develop learning which have been drawn from <b>Religion for Today and Tomorrow</b> by Hertfordshire County Council 2017. <b>Understanding Christianity</b> resources have been incorporated to continue to support the delivery of our school Christian education and ethos. Teaching and Learning in RE forms part of the whole school curriculum for RE at Dewhurst St Mary.		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<i>Beliefs and Practices</i> <i>Sources of Wisdom</i> <i>Symbols and Actions</i> <ul style="list-style-type: none"> <li>Jesus' birthday story</li> <li>How do we know that it's Harvest time?</li> <li>How and why do we prepare for and celebrate a joyous occasion?</li> <li>What is this festivals all about?</li> <li>Which place do you know that is important to you? Why is it important?</li> <li>Which religious symbols can you see in the local place of worship?</li> <li>Why light a candle?</li> <li>How do Christians celebrate the birth of Jesus? What presents did the characters in the nativity story give?</li> </ul> <u>UC: F.2 Why do Christians perform nativity plays at Christmas? (Digging Deeper)</u>	<i>Identity and Belonging</i> <i>Sources of Wisdom</i> <i>Symbols and Actions</i> <ul style="list-style-type: none"> <li>Explore what happens at a wedding and what is important about the ceremony?</li> <li>Deeper question: What promises do people make to one another?</li> <li>How did God make the world and us? Creation: <i>Genesis</i></li> <li>What surprised Jesus' friends in the Easter story?</li> <li>Which symbols are associated with Easter?</li> <li>What do Christians do at Easter to remind them of the story?</li> <li>Why give/receive eggs at Easter?</li> </ul> <u>UC F.3 Why do Christians put a cross in an Easter garden? (Digging Deeper)</u>	<i>Prayer, Worship and Reflection</i> <i>Justice and Fairness</i> <i>Human Responsibility and Values</i> <i>Ultimate questions</i> <ul style="list-style-type: none"> <li>Why is it important to experience times of quiet?</li> <li>Which places are important to the pupils, people in the community and a religious family?</li> <li>How do we know what is right/ wrong/ fair?</li> <li>Which Hindu or Sikh stories help us to understand what is right, wrong or fair?</li> <li>How did God make the world? What makes the world so wonderful? Who is God? Where is God?</li> </ul> <u>UC F.1 Why is the word 'God' so important to Christians? (Digging Deeper)</u>
	<b>Christianity</b>		
	<b>Buddhism</b>		
	<b>Hinduism</b>		
	<b>Sikhism</b>		