	*Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT											
			'Knowledge	e is power. Information	is liberating.' Kofi An							
TOPIC: Invento	rs and Engineers			1		Year Group: 4						
	1 (2	1	2	3	4	5	6	7				
	days)											
English		Key text:	Key text:	Key text:	Key text: Dragon	Key text: Dragon	Key text: Dragon	Key text: Martin				
		Enemy Pie	Enemy Pie	Enemy Pie	Post	Post	Post	Luther King				
		14/-::4: Cl-:!! -	Mariator - Chille	Marielle - Chille	Mariator - Chille	Mariei - Chille	Material or Chillin	biography				
		Writing Skills –	Writing Skills –	Writing Skills –	Writing Skills –	Writing Skills –	Writing Skills –	144 '11' 61 '11				
		Write for a range of	Write for a range of	Write for a range of	Select and adhere	Select and adhere	Select and adhere	Writing Skills –				
		audiences and	audiences and	audiences and	to conventions of	to conventions of	to conventions of	Write for a range				
		purposes	purposes	purposes	form	form	form	of audiences and				
		\A/witim a	Muiting	Muiting	Muiting	Muiting	\A/witim a	purposes				
		Writing	Writing	Writing	Writing	Writing	Writing	NA/wikim m				
		opportunity – Instructions	opportunity – Narrative	opportunity – Diary	opportunity – Letter	opportunity –	opportunity – Letter	Writing opportunity –				
		IIISTIUCTIONS	Ivaliative	Key Text: The Day	Letter	Letter	Letter	Biography				
		Key Text: The Day	Key Text: The Day	the Crayons Quit	Key Text: Hansel	Key Text: Hansel	Key Text: Hansel	ыовгарпу				
		the Crayons Quit	the Crayons Quit	the Crayons Quit	and Gretel	and Gretel	and Gretel	Key Text: Hansel				
		the Crayons Quit	the crayons quit	Reading skills –	and Greter	and dieter	and dieter	and Gretel				
		Reading skills –	Reading skills –	VIPERS	Reading skills –	Reading skills –	Reading skills –	and dreter				
		VIPERS	VIPERS	VII LING	VIPERS	VIPERS	VIPERS	Reading skills –				
		VII ENS	VII EIG		VII EIG	VII ENS	VII ENS	VIPERS				
Maths		Place value	Order and	Addition and	Addition and	Multiplication	Multiplication	Problem				
			compare	subtraction	subtraction	and division	and division	solving				
			numbers									
Science		Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge				
		identify common	Construct simple	Identify whether or	Identify whether or	Recognise some	Recognise some	Electricity				
		appliances that run	series electrical	not a lamp will light	not a lamp will light	common	common	assessment for the				
		on electricity	circuit, identifying	in a simple series	up in a simple	conductors and	conductors and	topic				
			and naming its	circuit, based on	circuit based on	insulators and	insulators and					
		Skills	basic parts	whether a lamp is	whether a lamp is	associate metals	associate metals	Skills				
		identifying	including cell,	part of a complete	part of a complete	with being good	with being good	recording findings				
		differences,		loop with a battery.	loop with a battery.	conductors.	conductors.	using simple				
		similarities or	Skills					scientific language,				
		changes related to	Recording findings	Skills	Skills	Skills	Skills	drawings, labelled				
		simple scientific	using simple	Reporting on	Recording findings	Setting up simple	Setting up simple	diagrams, keys, bar				
		ideas and	scientific language,	findings from	using simple	practical enquiries	practical enquiries	charts, and tables				
		processes	drawings, labelled	enquiries including	scientific language,	and recording	and recording	reporting on				
			diagrams	oral and written	drawings, labelled	classifying and	classifying and	findings from				
		Vocabulary		explanations,	diagrams etc	presenting date in	presenting date in	enquiries,				

		Electricity Mains Plug Battery Power	Vocabulary Wire Crocodile clip Bulb Bulb holder Cell Cell holder component	displays, or presentations Vocabulary Wire Cell Motor Circuit Electron Positive/negative	Vocabulary Wire Cell bulb	a variety of ways to answer questions Vocabulary Wire Cell Bulb Material Conductor Insulator	a variety of ways to answer questions	including oral and written explanations, displays or presentations of results and conclusions Vocabulary Wire Cell Bulb Material Conductor Insulator
PSHE	Families and friendships Positive relationships, including online	Families and friendships Positive relationships, including online	Families and friendships Positive relationships, including online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively
Art and Design		DRAWING – sketching animal patterns on design cards	DRAWING – sketching animal patterns on design cards	PAINTING – making repeated patterns using stencils	PAINTING – making repeated patterns using stencils	PRINTING – Making repeated patterns using stencils and fabric	PRINTING – Making repeated patterns using stencils and fabric	ARTIST- Various but focus on Piet Mondrian/Matisse
Geography					Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go

				simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) Vocabulary Progress, technology, Victorian, global	beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) Vocabulary Progress, technology, Victorian, global	beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) Vocabulary Progress, technology, Victorian, global	beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) Vocabulary Progress, technology, Victorian, global
History	Knowledge Case studies of British inventors and engineers and how their work changed life in Britain Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)	Knowledge Case studies of British inventors and engineers and how their work changed life in Britain Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past	Knowledge Case studies of British inventors and engineers and how their work changed life in Britain Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)				

	_	_	I -				
	communicate his/her learning in	communicate his/her learning in	communicate his/her learning in				
	an organised and	an organised and	an organised and				
	structured way,	structured way,	structured way,				
	using appropriate	using appropriate	using appropriate				
	terminology	terminology	terminology				
	(organisation and	(organisation and	(organisation and				
	communication)	communication)	communication)				
	Communication	Communication	Communication				
	Vocabulary	Vocabulary	Vocabulary				
	Progress,	Progress,	Progress,				
	technology,	technology,	technology,				
	Victorian, global	Victorian, global	Victorian, global				
Music	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	Play and perform in	Play and perform in	Play and perform in	Play and perform in	Improvise and	Improvise and	Improvise and
	solo and ensemble	solo and ensemble	solo and ensemble	solo and ensemble	compose music for	compose music for	compose music for
	contexts, using	contexts, using	contexts, using	contexts, using	a range of	a range of	a range of
	their voices and	their voices and	their voices and	their voices and	purposes using the	purposes using the	purposes using the
	playing musical	playing musical	playing musical	playing musical	inter-related	inter-related	inter-related
	instruments with	instruments with	instruments with	instruments with	dimensions of	dimensions of	dimensions of
	increasing	increasing	increasing	increasing	music (POS 2)	music (POS 2)	music (POS 2)
	accuracy, fluency,	accuracy, fluency,	accuracy, fluency,	accuracy, fluency,			
	control and	control and	control and	control and	Skills	Skills	Skills
	expression (POS 1)	expression (POS 1)	expression (POS 1)	expression (POS 1)	Combine several	Combine several	Combine several
					layers of sound	layers of sound	layers of sound
	Skills	Skills	Skills	Skills	with an awareness	with an awareness	with an awareness
	Play tuned and	Play tuned and	Play tuned and	Play tuned and	of the combined	of the combined	of the combined
	untuned	untuned	untuned	untuned	effect.	effect.	effect.
	instruments with	instruments with	instruments with	instruments with	Improvise	Improvise	Improvise
	control and	control and	control and	control and	repeated patterns.	repeated patterns.	repeated patterns.
	accuracy, showing	accuracy, showing	accuracy, showing	accuracy, showing	Create an	Create an	Create an
	an increasing	an increasing	an increasing	an increasing	accompaniment to	accompaniment to	accompaniment to
	awareness of how	awareness of how	awareness of how	awareness of how	a known song.	a known song.	a known song.
	to play them.	to play them.	to play them.	to play them.	Create descriptive	Create descriptive	Create descriptive
	Play	Play	Play	Play	music in pairs or	music in pairs or	music in pairs or
	accompaniments	accompaniments	accompaniments	accompaniments	small groups.	small groups.	small groups.
	with control and	with control and	with control and	with control and	Discuss their work,	Discuss their work,	Discuss their work,
	accuracy.	accuracy.	accuracy.	accuracy.	and that of others,	and that of others,	and that of others,
					using appropriate	using appropriate	using appropriate
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	vocabulary.	vocabulary.	vocabulary.
	Improvise	Improvise	Improvise	Improvise			

	Liniaan	Unione	Unione	Unione	Make	Make	Make
	Unison	Unison	Unison	Unison	Make	Make	Make
					improvements to	improvements to	improvements to
					their own work,	their own work,	their own work,
					commenting on	commenting on	commenting on
					the intended	the intended	the intended
					effect.	effect.	effect.
					Vocabulary	Vocabulary	Vocabulary
					Improvise	Improvise	Improvise
					Unison	Unison	Unison
Physical	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Education	I try several times if	I try several times	I try several times	I try several times			
	at first I don't	if at first I don't	if at first I don't	if at first I don't			
	succeed and I ask	succeed and I ask	succeed and I ask	succeed and I ask			
	for help when	for help when	for help when	for help when	for help when	for help when	for help when
	appropriate.	appropriate.	appropriate.	appropriate.	appropriate.	appropriate.	appropriate.
	I know where I am	I know where I am	I know where I am	I know where I am			
	with my learning	with my learning	with my learning	with my learning	with my learning	with my learning	with my learning
	and I have begun to	and I have begun	and I have begun	and I have begun			
	challenge myself.	challenge myself.	challenge myself.	challenge myself.	to challenge	to challenge	to challenge
					myself.	myself.	myself.
	Skills	Skills	Skills	Skills			
	Co-ordination and	Co-ordination and	Co-ordination and	Co-ordination and	Skills	Skills	Skills
	Static Balance	Static Balance	Static Balance	Static Balance	Co-ordination and	Co-ordination and	Co-ordination and
					Static Balance	Static Balance	Static Balance
	Vocabulary	Vocabulary	Vocabulary	Vocabulary			
	Challenge	Challenge	Challenge	Challenge	Vocabulary	Vocabulary	Vocabulary
	Intrinsic motivation	Intrinsic motivation	Intrinsic motivation	Intrinsic motivation	Challenge	Challenge	Challenge
	Support	Support	Support	Support	Intrinsic	Intrinsic	Intrinsic
					motivation	motivation	motivation
					Support	Support	Support

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TOPIC: Inven	tors and Engineers				Year Group: 4			
	1	2	3	4	5	6	7	
English	Key text: Martin	Key text: Wallace	Key text: Wallace	Key text: Wallace	Key text: Charlie	Key text: Charlie and	Key text: Charlie and	
	Luther King	and Gromit	and Gromit	and Gromit	and the Chocolate	the Chocolate Factory	the Chocolate Factory	
	Biography				Factory			
		Writing Skills –	Writing Skills –	Writing Skills –		Writing Skills – Create	Writing Skills – Create	
	Writing Skills –	Begin to use	Create setting,	Create setting,	Writing Skills –	setting, character and	setting, character and	
	Use noun phrases	paragraphs to	character and plot	character and plot	Create setting,	plot	plot	
		organise ideas			character and plot			
	Writing opportunity		Writing	Writing opportunity		Writing opportunity –	Writing opportunity –	
	– Poem		opportunity –	Narrative	Writing opportunity	Narrative	Narrative	
		Writing opportunity	Narrative		- Narrative			
	Key Text: Rosie	 Persuasive advert 	Mary Tarak, Darrakina	Key Text: Revolting	Mary Taraka Charalia	Key Text: Charlie and	Key Text: Charlie and	
	Revere Engineer	Van Tank Davis	Key Text: Revolting	Rhymes	Key Text: Charlie	the Chocolate Factory	the Chocolate Factory	
	Banding skills	Key Text: Rosie	Rhymes	Deeding skills	and the Chocolate	Dooding skills \/IDEDC	Dooding skills VIDEDC	
	Reading skills – VIPERS	Revere Engineer	Reading skills –	Reading skills – VIPERS	Factory	Reading skills – VIPERS	Reading skills – VIPERS	
	VIFENS	Reading skills –	VIPERS	VIFENS	Reading skills –			
		VIPERS	VIFERS		VIPERS			
Maths	Equivalent fractions	Adding and	Recognise decimal	Solving measure and	Solving measure and	Time	Problem solving	
	Converting units of	subtracting fractions	equivalents to	money problems	money problems			
	measure	Money	tenths	involving fractions	involving fractions			
		,	Converting units of	Time	Time			
			measure					
Science	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
	identify how sounds	recognise that	find patterns	find patterns	find patterns	recognise that sounds	recognise that sounds	
	are made,	vibrations from	between the pitch	between the volume	between the volume	get fainter as the	get fainter as the	
	associating some of	sounds travel	of a sound and	of a sound and the	of a sound and the	distance from the	distance from the	
	them with	through a medium	features of the	strength of the	strength of the	sound source increases	sound source increases	
	something vibrating	to the ear	object that	vibrations that	vibrations that			
			produced it	produced it	produced it			
						Skills	Skills	
	Skills			Skills	Skills	Setting up simple,	Setting up simple,	
	Record findings	Skills	Skills	Making systematic	Making systematic	comparative fair tests.	comparative fair tests.	
	using diagrams and	Using straight	Report findings and	and careful	and careful	N 1 1	,, , , ,	
	labelled diagrams,	forward evidence to	present results in a	observations	observations	Vocabulary	Vocabulary	
	carrying out simple	answer questions or	variety of ways.	including taking	including taking	Sound	Sound	
	comparative tests.	support findings.	Vocabulary	accurate	accurate	Sound source Vibration	Sound source Vibration	
	Vocabulant		Vocabulary	measurements using	measurements using			
	Vocabulary			1		String	String	

	Sound	Vocabulary	Sound	a range of	a range of	Vary	Vary
	Pitch	Sound	Loud	equipment	equipment	Change	Change
	Loud	Pitch	Quiet	' '	' '	receive	receive
	Quiet	Loud	Travel	Vocabulary	Vocabulary		
	Travel	Quiet	Moves	Total and y	Sound		
	Moves	Travel	Vibrate	Sound	Sound source		
	Vibrate	Moves	Muffle	Sound source	Fainter		
		Vibrate	decibel	Fainter	Quieter		
				Quieter	louder		
				louder			
Computing	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
, ,	Use sequence,	Use sequence,					
	selection and	selection and repetition	selection and repetition				
	repetition in	in programmes	in programmes				
	programmes	programmes	programmes	programmes	programmes	(Scratch, HoC).	(Scratch, HoC).
	(Scratch, HoC).	Use logical reasoning to	Use logical reasoning to				
	Use logical	explain how simple	explain how simple				
	reasoning to explain	algorithms work.	algorithms work.				
	how simple						
	algorithms work.	Skills	Skills				
			J	J		To be able to type a	To be able to type a
	Skills	Skills	Skills	Skills	Skills	short sequence of	short sequence of
	To be able to type a	instructions and to plan	instructions and to plan				
	short sequence of	ahead when	ahead when				
	instructions and to	programming devices	programming devices				
	plan ahead when	on and off screen.	on and off screen.				
	programming	programming	programming	programming	programming	To work collaboratively	To work collaboratively
	devices on and off	to create a stop/start	to create a stop/start				
	screen.	screen.	screen.	screen.	screen.	coding programme.	coding programme.
	To work	To use the correct	To use the correct				
	collaboratively to	terminology from	terminology from				
	create a stop/start	previous years for	previous years for				
	coding programme.	coding (loop, blocks).	coding (loop, blocks).				
	To use the correct						
	terminology from						
	previous years for						
	coding (loop,						
	blocks).	blocks).	blocks).	blocks).	blocks).		
Design and	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
Technology	Designing products	Designing products fit	Designing products fit				
	fit for purpose.	for purpose.	for purpose.				

	Skills Sketch and model alternative ideas Develop one idea in depth Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator	Skills Combine modelling and drawing to refine ideas Plan the sequence of work using a storyboard Record ideas using annotated diagrams Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator	Skills Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms Use glue gun with close supervision Join materials using appropriate methods Cut accurately and safely to a marked line Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor,	Skills Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms Use glue gun with close supervision Join materials using appropriate methods Cut accurately and safely to a marked line Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator	Skills Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms Use glue gun with close supervision Join materials using appropriate methods Cut accurately and safely to a marked line Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator	Skills Justify their decisions about materials and methods of construction Reflect on their work using design criteria stating how well the design fits the needs of the user Identify what does and does not work in the product. Make suggestions as how their design could be improved Vocabulary Circuit, Cells, Wires, Bulbs, Switches,	Skills Justify their decisions about materials and methods of construction Reflect on their work using design criteria stating how well the design fits the needs of the user Identify what does and does not work in the product. Make suggestions as how their design could be improved Vocabulary Circuit, Cells, Wires, Bulbs, Switches,
Geography	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way,	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way,	Insulator			Conductor, Insulator	Conductor, Insulator

	using appropriate terminology (organisation and communication) Vocabulary Progress, technology, Victorian, global	using appropriate terminology (organisation and communication) Vocabulary Progress, technology, Victorian, global			
History	Knowledge	Knowledge			
Thistory	Case studies of	Case studies of			
	British inventors and	British inventors and			
	engineers and how	engineers and how			
	their work changed	their work changed			
	life in Britain	life in Britain			
	Skills	Skills			
	place some	place some			
	historical periods in	historical periods in			
	a chronological	a chronological			
	framework	framework			
	(chronological	(chronological			
	understanding)	understanding)			
	use sources of	use sources of			
	information in ways	information in ways			
	that go beyond	that go beyond			
	simple observations	simple observations			
	to answer questions about the past	to answer questions about the past			
	(historical enquiry)	(historical enquiry)			
	communicate	communicate			
	his/her learning in	his/her learning in			
	an organised and	an organised and			
	structured way,	structured way,			
	using appropriate	using appropriate			
	terminology	terminology			
	(organisation and	(organisation and			
	communication)	communication)			
	Vocabulary	Vocabulary			

	Progress, technology, Victorian, global	Progress, technology, Victorian, global					
Modern Foreign Languages	Knowledge French – Jolie Ronde Revision - colours Skills: To practise simple questions and answers that share information such as name, birthday, likes. Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël	Knowledge French – Jolie Ronde Revision - colours Skills: To practise simple questions and answers that share information such as name, birthday, likes. To take part in a conversation using familiar question and answers. Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël	Knowledge French – Jolie Ronde Parts of the body Skills: To practise simple questions and answers that share information such as name, birthday, likes. To take part in a conversation using familiar question and answers. Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël	Knowledge French – Jolie Ronde Parts of the body Skills: To practise simple questions and answers that share information such as name, birthday, likes. To take part in a conversation using familiar question and answers. Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël	Knowledge French – Jolie Ronde Zoo animals (etre – to be) Skills: Pronounce words showing a knowledge of sound patterns (or listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël	Knowledge French – Jolie Ronde Zoo animals (etre – to be) Skills: Pronounce words showing a knowledge of sound patterns (or listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël	Knowledge French – Jolie Ronde Christmas Skills: To begin to learn about Christmas in another country Vocabulary: Je suis J'ai nom anniversaire J'aime Joyeux Noël
Physical Education	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Knowledge I can help, praise and encourage others in their learning. I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

	Skills	Skills	Skills	Skills	Skills	Skills	Skills
	Dynamic balance to	Dynamic balance to	Dynamic balance to	Dynamic balance to	Dynamic balance to	Dynamic balance to	Dynamic balance to
	agility and static	agility and static	agility and static	agility and static	agility and static	agility and static	agility and static
	balance	balance	balance	balance	balance	balance	balance
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Praise	Praise	Praise	Praise	Praise	Praise	Praise
	Encouragement	Encouragement	Encouragement	Encouragement	Encouragement	Encouragement	Encouragement
	Patience	Patience	Patience	Patience	Patience	Patience	Patience
	Support	Support	Support	Support	Support	Support	Support
Religious			How can a	How can a	How can a	How can artists help us	How can artists help us
Education			synagogue help us	synagogue help us	synagogue help us	understand Christmas?	understand Christmas?
			to understand the	to understand the	to understand the	Study the importance	Study the importance
			Jewish faith?	Jewish faith?	Jewish faith?	of Jesus within the	of Jesus within the
			explore the key	explore the key	explore the key	Christian faith by	Christian faith by
			features of a	features of a	features of a	reflecting on and	reflecting on and
			synagogue and	synagogue and what	synagogue and what	comparing different	comparing different
			what they reveal	they reveal about	they reveal about	cultural expressions of	cultural expressions of
			about Jewish beliefs	Jewish beliefs using	Jewish beliefs using	Christian beliefs about	Christian beliefs about
			using a 'virtual' visit	a 'virtual' visit or	a 'virtual' visit or	his birth.	his birth.
			or photos.	photos.	photos.	Explore their	Explore their
			recognise diversity,	recognise diversity,	recognise diversity,	understanding of Jesus	understanding of Jesus
			learning about	learning about	learning about	being 'incarnate'	being 'incarnate'
			similarities &	similarities &	similarities &	Skills:	Skills:
			differences both	differences both	differences both	describe and suggest	describe and suggest
			within and between	within and between	within and between	meanings for the	meanings for the
			religions & beliefs,	religions & beliefs,	religions & beliefs,	symbolism used,	symbolism used,
			and the importance	and the importance	and the importance	Make connections with	Make connections with
			of dialogue	of dialogue between	of dialogue between	Christian belief about	Christian belief about
			between them	them	them	Jesus being God	Jesus being God
			make connections	make connections	make connections	'incarnate'	'incarnate'
			between differing	between differing	between differing	describe similarities	describe similarities
			aspects of religion	aspects of religion	aspects of religion	and differences in the	and differences in the
			and belief and	and belief and	and belief and	way	way
			consider the	consider the	consider the	Christian belief is	Christian belief is
			different forms of	different forms of	different forms of	conveyed through	conveyed through
			expression	expression	expression	symbolism in	symbolism in
			Skills:	Skills:	Skills:	the art studied	the art studied
			Make links between	Make links between	Make links between		
			Jewish beliefs and	Jewish beliefs and	Jewish beliefs and		
			the synagogue	the synagogue	the synagogue	Vocabulary:	Vocabulary:

describe the impact	describe the impact	describe the impact	Symbolism incarnate	Symbolism incarnate
for Jews of the	for Jews of the	for Jews of the	nativity beliefs	nativity beliefs
synagogue as a	synagogue as a	synagogue as a		
place of study,	place of study,	place of study,		
prayer and	prayer and	prayer and		
gathering	gathering	gathering		
comment on any	comment on any	comment on any		
connections	connections	connections		
between a	between a	between a		
synagogue and a	synagogue and a	synagogue and a		
church or between	church or between	church or between		
Jewish and Christian	n Jewish and Christian	Jewish and Christian		
beliefs	beliefs	beliefs		
Vocabulary:	Vocabulary:	Vocabulary:		
Synagogue Shema	Synagogue Shema	Synagogue Shema		
Torah worship	Torah worship	Torah worship		