




## Stannington Infant School – Long Term Plan 2024-2025 – Year 1

	Autumn	Spring	Summer
Theme	<b>Toys</b>	<b>Our Country</b>	<b>Our Changing World</b>
Sensational Start	What's inside – Mystery Toy Box	Our Country scrap books	Ice Experiment
Fabulous Finish	Make a peg doll	Create a quiz to share with Year 2	Perform space songs
SMSC and values	<p><b>Being Me in My World</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To understand the rights and responsibilities of being a member of their class.</li> <li>To know their views are valued.</li> <li>To contribute to construct and agree to follow the class charter.</li> <li>To recognise how it feels to be proud of an achievement and understand how their choices and consequences.</li> </ul> <p><b>Aim:</b> understand and talk about <b>relationships</b> and our place within families, friendships and the class. Understand <b>citizenship</b> and discuss our rights and responsibility through Class Charters.</p>	<p><b>Celebrating Differences</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To identify similarities and differences between people in their class.</li> <li>To accept that everyone is different and how this makes us unique.</li> <li>To know what bullying is and how to help someone who is being bullied.</li> <li>To know who they can talk to if they were feeling unhappy or bullied.</li> </ul> <p><b>Aim:</b> to understand that we have similarities and differences and these are valued within our <b>relationships</b> and friendships. To be able to talk about our <b>mental health</b>.</p> <p><b>Relationships</b> Children will learn...</p> <ul style="list-style-type: none"> <li>To identify member of their family and understand that there are lots of different types of families.</li> <li>To know what being a good friend is and how to make new friends.</li> </ul>	<p><b>Healthy Me</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To understand the difference between being healthy and unhealthy and how to make healthy lifestyle choices.</li> <li>To know how to keep themselves clean and know how germs cause disease/illness.</li> <li>To understand how medicines can help them when they are poorly and how to use them safely.</li> <li>To cross the road safely.</li> </ul> <p><b>Aim:</b> to understand the importance of <b>being healthy</b> when thinking about lifestyle and mental health.</p> <p><b>Changing Me</b> Children will learn...</p> <ul style="list-style-type: none"> <li>To understand the lifecycle of humans and animals.</li> <li>To how their body has changed since being a baby.</li> </ul>

		<ul style="list-style-type: none"> <li>To identify who can help them in their school community.</li> </ul> <p>Aim: To <b>explain</b> why we appreciate someone who is special to us.</p> <p>Aim: understand and talk about <b>relationships</b> and who is special to us. To understand the role <b>relationships</b>, play in <b>being healthy</b>.</p> <p>To understand the role <b>safety</b> plays within our life.</p>	<p>Aim: To be able to talk about and name our body parts as part of <b>being healthy</b> and our own <b>safety</b>.</p>
<b>Online Safety</b>	<p>Children will understand their online rights and responsibilities.</p> <p>Children will understand what online bullying is and why it is important to ask before sharing another person's information.</p> <p>Aim: To understand and talk about <b>relationships</b> and our place within the class.</p> <p>Understand <b>citizenship</b> and discuss our rights and responsibility through a class Acceptable Use Policy.</p> <p>Stannington Stay Safe Team – Digital 5 a Day</p>	<p>Children will recognise when an online community feels unsafe or uncomfortable. Children will understand how to make healthy choices about their online lifestyle choices.</p> <p>Aim: To understand the role <b>relationships</b>, play in <b>being healthy</b>.</p> <p>To understand the role <b>safety</b> plays within our life off and online.</p> <p>Stannington Stay Safe Team – Online Friendships</p>	<p>Children know who to ask for help in the community and online.</p> <p>Children understand what is acceptable behaviour online and what isn't.</p> <p>Aim: To understand the role <b>safety</b> plays within our life and who we talk to off and online.</p> <p>Understand and talk about <b>relationships</b> and our place within the community.</p> <p>Stannington Stay Safe Team – Searching Safely</p>
<b>Enrichment</b>	Toy Workshop	Yorkshire Wildlife Park	Wonderdome visit
<b>Being a Mathematician</b>	<p>Place Value within 10</p> <p>Addition &amp; Subtraction within 10</p> <p>Geometry- Shape</p>	<p>Place value within 20</p> <p>Addition &amp; Subtraction within 20</p> <p>Place value within 50</p> <p>Measures- Length and Height, Weight and Volume</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Geometry- Position and direction</p> <p>Place value within 100</p> <p>Measures- Money</p> <p>Measures- Time</p>

<p><b>Being a Writer and a Reader</b></p>	<p><u>Narrative – story retelling</u>  <b>The Three Little Pigs</b> by Axel Scheffler  <b>Gruffalo’s Child</b> by Julia Donaldson  <b>Poetry</b>  <b>Non –Fiction</b> – instructions</p> <p><u>Whole class reading text:</u>  <b>Owl Babies</b> by Martin Waddell  <b>Lost and Found</b> by Oliver Jeffers</p>	<p><u>Narrative – story writing</u>  <b>Funny Bones</b> by Alan and Janet Alberg  <b>Bog Baby</b> by Jeanne Willis  <b>Poetry</b>  <b>Non- fiction – recount</b> - linked to one of the school visits</p> <p><u>Whole class reading text:</u>  <b>My Best Friend Bob</b> by Georgie Ripper  <b>The Squirrels that Squabble</b> by Rachel Bright</p>	<p><u>Narrative – creative writing</u>  <b>Jack and the Beanstalk</b> by Mara Alperin  <b>Pinky</b> – Literacy Shed  <b>Poetry</b>  <b>Non-Fiction</b> – letter writing -to our new class teacher</p> <p><u>Whole class reading text:</u>  <b>Look Up</b> by Nathan Byron  <b>Man on the Moon</b> by Simon Bartram</p>
<p><b>Being a Scientist</b>          (green learning takes place during Forest School)</p> 	<p><b>Uses of everyday materials</b>          Distinguish between an object and the material from which it is made          Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock          Describe the simple physical properties of a variety of everyday materials          Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <b>Aim: To use classification to carry out simple investigations. Communicate scientifically to discover which material makes the best peg doll.</b></p>	<p><b>Animals, including humans</b>          Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals          Identify and name a variety of common animals that are carnivores, herbivores and omnivores          Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)          Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  <b>Aim: To classify different animals and understand the evolution and growth of living things over time. Classify parts of the body and communicate scientifically about animals and humans.</b></p>	<p><b>Plants</b>          Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          Identify and describe the basic structure of a variety of common flowering plants, including trees.  <b>Aim: To classify a variety of trees and plants. Communicate scientifically about plants and their evolution and growth.</b></p>

	<p><b>Seasonal Changes (Forest School and throughout the year)</b>          Observe changes across the four seasons          Observe and describe weather associated with the seasons and how day length varies.  <b>Aim: To communicating scientifically about the changing seasons.</b></p>		
<p><b>Being a Historian</b></p> 	<p><b>Changes within living memory</b>          Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Chronology</b>          Children will learn about toys from their childhood, their parent's and grandparent's childhoods.          Children will learn to place toys in chronological order.  <b>Aim: To understand chronology and apply this to toys.</b>  <b>To use different sources of evidence to find out about toys in the past.</b>  <b>To understand the change and continuity of toys over time.</b>  <b>To communicate historically about toys from the past.</b></p>	<p><b>Changes within living memory</b>          Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will learn about significant historical events, people and places in their own locality.</p> <p><b>Historical knowledge</b>          Children will learn about different sources of evidence. Children will use sources of evidence to ask simple questions.</p> <p><b>Chronology</b>          Children will learn to place events in chronological order.  <b>Aim: To understand the chronology of the British monarchy.</b>  <b>To use different sources of evidence to find out about the Royal family and Queen Elizabeth II.</b>  <b>To communicate historically to share information about the Royal family and Queen Elizabeth II.</b></p>	<p><b>The lives of significant individuals in the past who have contributed to the national and international achievements.</b>          Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will learn about significant historical events, people and places in their own locality.  <b>Aim: To communicate historically to explain the change and continuity around space travel and Helen Sharma.</b>  <b>To explain the cause and consequences of the work carried out Helen Sharman.</b>  <b>To understand chronology and apply this to space travel.</b></p>

## Being a Geographer



### Locational knowledge

Children will learn about our local area/Stannington. Children will know their address and that Stannington is a part of Sheffield.

### Human and physical geography

Children will learn to identify physical and human features of Stannington and Sheffield.

### Geographical skills and fieldwork

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features or routes on a map.

**Aim: To use location to identify and name the area they live in and know their address. Name human and physical features of Stannington. Understand human and physical features through the use of fieldwork to draw a map of the school grounds.**

### Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Sheffield) and the countryside. Children will compare the capital city of England, London to Brasilia, the capital of Brazil.

### Human and physical geography

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop

### Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use this knowledge to draw maps of the local area with labels.

### Locational knowledge

Name and locate the world's seven continents.

### Human and physical geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Geographical skills and fieldwork


Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

**Aim: To use location to identify the seven continents. To use location to identify the North and South Pole as well as the polar regions.**

**Name human and physical features of a place.**

**Identify human and physical processes when comparing hot and cold places.**

**Communicate geographically to explain sustainability of global warming and the effect on the polar regions.**

		<p>Aim: To use <b>location</b> to identify and name the countries that make up the UK and begin to know capital cities. To identify <b>human and physical processes</b> when comparing London with Brasilia.</p> <p>Name and compare <b>human and physical features</b> of Brasilia and London</p> <p><b>Communicate geographically</b> to compare London and Brasilia.</p>	
<p><b>Being a Computer User</b></p> 	<p><b>Key skills</b> Children will understand what technology is and its purpose. <b>Aim: To know what a computer is and how to use it.</b></p> <p><b>Communicating text and images</b> Use information technology to communicate ideas through text. <b>Aim – To present information and use multimedia through word processing skills and then edit the text.</b></p> <p><b>Communicating multi media</b> Take detailed photographs and import photographs into documents. <b>Aim – To present information and use multimedia through taking photographs and importing them into a document.</b></p>	<p><b>Computational thinking</b> Children will understand what an algorithm is. Understand sequence affects outcome and the importance of putting events in the correct order. <b>Aim – To use programming and algorithms to sequence daily routines correctly.</b></p> <p><b>Data handling</b> Create pictograms to record information. <b>Aim: To use data handling to create a pictogram.</b></p>	<p><b>Communicating multimedia</b> Children will present information through images, art or sounds. <b>Aim – To present information and use multimedia to tell a story with pictures and sound.</b></p> <p><b>Programming</b> Children will understand that recording a sequence of instructions forms the basis of computer programming. <b>Aim – To use programming and algorithms write an algorithm for a Bee-Bot. To use programming and algorithms to program a Bee-Bot to move</b></p>
<b>Being a Designer</b>	<p><b>Construction – design and make a peg doll</b> Explore and evaluate a range of toys (through images and existing puppets).</p>	<p><b>Cooking and Nutrition:</b> Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p><b>Construction/Mechanisms – design and make a rocket</b> Investigate the parts of a rocket.</p>

	<p>Generate, develop, model and communicate their toy ideas through talking and drawing.  Design functional toys for themselves and other users based on design criteria.  Select from and use a range of tools and equipment to perform practical tasks.  Cut paper, card and fabric with increasing accuracy.  Explore different ways of attaching detail to fabric –glue/sew/staple.  Evaluate their ideas and products against design criteria.  <b>Aim – To master practical skills to create a peg doll.</b>  <b>To design and innovate, reflect and evaluate a peg doll.</b>  <b>Research and investigate</b> when making their peg doll.</p> <p><b>Textiles – design and make a hand puppet.</b>  Sew fabric together using a running stitch.  Explore different ways of attaching detail to fabric –glue/sew/staple.  Evaluate their ideas and products against design criteria.  <b>Aim: To master practical skills to sew using a running stitch.</b>  <b>To design and innovate, reflect and evaluate a hand puppet.</b></p>	<p><b>Measure and weigh using measuring cups and electronic scales.</b>  <b>Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically.</b>  <b>Evaluate their ideas and products against design criteria.</b>  <b>Aim – To master practical skills to make biscuits and cake following a recipe.</b>  <b>Reflect upon and evaluate the biscuits or cake.</b></p>	<p>Generate, develop, model and communicate their ideas through talking and drawing.  Select from and use a range of tools and equipment to perform practical tasks.  Cut paper and card with increasing accuracy.  Fix and join components with glue and cello tape,  Evaluate their product against design criteria.  <b>Aim – To master practical skills to create a rocket.</b>  <b>To design and innovate, reflect upon and evaluate a rocket.</b>  <b>Research and investigate</b> when making their rocket.</p>
<b>Being a Musician</b>	<p>To create notation to represent sounds.  To compose a sequence of sounds.</p>	<p>Learn to identify and describe pitch.  Explore sounds created by a variety of</p>	<p>To compose pitch patterns and represent them using simple graphic notation.</p>



	<p>To interpret simple notation. Compose short sound sequences to tell a story.</p> <p>Listen to pieces of music and recognise how composers use dynamics, tempo and timbre to reflect a character or themes</p> <p><b>Aim: To follow musical instructions and invent notation to represent sound sequences</b></p> <p>To learn to play the recorder and <b>perform</b> to others.</p> <p>To <b>communicate musically</b> about the music.</p>	<p>different instruments and voice, describing their pitch and timbre.</p> <p><b>Aim: To recognise changes in pitch and copy simple pitch patterns</b></p> <p>To <b>perform</b> simple melodic patterns using voices and simple pitched instruments</p> <p>To learn to play the recorder and <b>perform</b> to others.</p> <p>To <b>communicate musically</b> about their recorder playing.</p>	<p>Prepare songs for a class performance.</p> <p><b>Aim: To create music for a performance</b></p> <p>To learn to play the recorder and <b>perform</b> to others.</p> <p>To <b>communicate musically</b> about their recorder playing.</p>
<p><b>Being an Artist</b></p>	<p><b>Drawing and Observation -</b> Use drawing to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using line, shape, form and space. Look closely at objects and buildings (toys) Explore and develop the use of line, shape, form and space in observational drawings</p> <p><b>Aim - Master techniques to draw a toy.</b> <b>Communicate artistically to describe their work.</b></p> <p><b>Painting: Colour Mixing -</b> Use a range of materials creatively to design and make products Use painting to develop and share their ideas, experiences and imagination</p>	<p><b>3D Form – Clay Sculptures</b> -Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy, Antony Gormley. The children will look at different techniques using natural materials; model making using clay and making a pinch pot</p> <p>Develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>Learn about the work of a range of artists, making links to their own work including Jackson Pollock and David Hockney.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Make a punch pot.</p>	<p><b>Printing and Painting –</b> Use a range of materials creatively to design and make products. Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern and texture</p> <p>Learn about the work of a range of artists, making links to their own work. Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise patterns in the environment.</p>



	<p>Develop a wide range of art and design techniques in using colour, shape, form and space Learn about the work of a range of artists, making links to their own work.</p> <p>Create secondary colours by mixing primary colours. To learn about complimentary colours.</p> <p><b>Aim: To develop ideas to understand the work of an artist to create a portrait.</b> <b>Master techniques and take inspiration from the style of an artist to create a portrait.</b> <b>Communicate artistically to describe the work of an artist.</b></p>	<p><b>Explore sculpture with a range of malleable media, especially clay.</b> <b>Experiment with, construct and join recycled, natural and man-made materials.</b> <b>Explore shape and form.</b> <b>Aim – To develop ideas to understand the work of sculptors.</b> <b>To master techniques and take inspiration from sculptors to create 3D clay sculptures. To Communicate artistically to discuss/ describe the work of a sculptor and evaluate their own piece of work.</b></p>	<p>Observe the effect of different coloured backgrounds on their printing. <b>Aim -To develop ideas to understand the work of a printer.</b> <b>To master techniques and take inspiration from the style of a printer to create images using mark making in print.</b> <b>To communicate artistically to describe the work of an artist (Utagawa Hiroshige)</b></p> <p><b>Painting and Textiles (Collage)</b> Use a range of materials creatively to design and make products. Use painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern and texture. Revisit patterns – look at symmetrical as well as repeating patterns in nature (mini-beasts e.g. butterfly wings) and focus on colours and shapes. Create images from imagination, experience or observation. Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create a collage. Learn to use the different techniques of cutting, tearing, sticking and assembling. <b>Aim - To develop ideas to understand the work of an artist to create a collage.</b></p>
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			<p>To master techniques and take inspiration from the style of an artist. To communicate artistically to describe the work of an artist (Hannah Hock).</p>
<p><b>Being a Sportsperson</b></p>	<p>Children will develop their fundamental movement skills with a focus on: Balancing, running, changing direction, hopping, skipping and jumping <b>Aim: To develop competency in fundamental and skills. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Children will develop their ball skills with a focus on: Throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. <b>Aim: To develop competency in ball skills. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Gymnastics Perform simple gymnastic movements <b>Aim: To develop competency in gymnastics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p>	<p>Children will develop their target skills with a focus on: Selecting and applying the appropriate action for the target considering the size and distance of the challenge. <b>Aim: To develop competency around following rules. To use performance to play the game. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Children will develop their sending and receiving skills with a focus on: Throwing and catching, rolling and kicking, tracking and stopping a ball. <b>Aim: To develop competency in sending and receiving a ball. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Gymnastics Travel in a variety of ways using the floor and apparatus. <b>Aim: To develop competency in travelling forwards, backwards and sideways. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p>	<p>Children will develop their athletic skills with a focus on: Running at different speeds, changing direction, jumping and throwing. <b>Aim: To develop competency in athletics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Children will develop their striking and fielding skills with a focus on: Throwing and catching, stopping a rolling ball, tracking and retrieving a ball and striking a ball. <b>Aim: To develop competency around striking and fielding a ball. To use performance to demonstrate how to throw and catch a ball. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Children will develop their athletic skills with a focus on: Running at different speeds, changing direction, jumping and throwing. <b>Aim: To develop competency in athletics. To use performance to demonstrate their</b></p>

	<p><b>Dance</b> Respond to music using travel, stretch, twist, turn, jump Change the dynamics in a dance using speed, shape, size, level, direction <b>Aim: To develop competency in dance. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p>	<p><b>Dance</b> Develop coordination and rhythm through cheerleading. <b>Aim: To develop competency in dance. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p>	<p>skills. To understand the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p>
<p><b>Studying Religions</b></p>	<p><b>Who do Christians say made the world?</b> Children listen to, respond and retell the creation story from the Bible, considering what the story tells Christians about God, creation and the world and giving reasons for their ideas. Children explore how Christians praise and give thanks to God and think about what they are grateful for and who they could thank. Children think of questions to ask about living in our amazing world. <b>Aim: To make sense of religious and non-religious beliefs in relation to creation and our world.</b> <b>To understand the impact and significance of religious and non-religious beliefs in giving thanks.</b> <b>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</b></p> <p><b>What do Christians believe God is like?</b></p>	<p><b>Who is Jewish and how do they live?</b> Children think about what objects are precious to them and find out what special objects Jewish people might have in their homes. Children hear the Shema, explore the words and consider what these tell Jewish people about God. Children listen to, respond and retell some stories from the Jewish Bible, and think about how these remind Jews about what God is like. Children learn about how Jewish people celebrate special times such as Shabbat and Chanukah and consider the importance of celebration and remembrance in their own lives. <b>Aim: To make sense of religious and non-religious beliefs about reflecting, thanking, praising and remembrance.</b> <b>To understand the impact and significance of religious and non-religious</b></p>	<p><b>What does it mean to belong to a faith community?</b> Children will consider what it means to belong to a group and find out about some symbols of 'belonging' used in Christianity and one other religion. Children will learn about the ways people express their belonging and talk about what they think is good about being in a community, giving reasons for their ideas. Children will listen to stories from different faiths and consider what these stories tell people about loving each other. Children will learn about how two people show they love each other and belong to each other when they get married. <b>Aim: To make sense of religious and non-religious beliefs about belonging.</b> <b>To understand the impact and significance of religious and non-religious beliefs about belonging.</b></p>

	<p>Children listen to, respond and retell the parable of the Lost Son, considering what it tells Christians about God and whether they can learn anything from the story for themselves.</p> <p>Children consider whether forgiveness is only important to Christians or for other people too.</p> <p>Children give examples of how Christians put their beliefs about loving and forgiveness into practice in worship.</p> <p><b>Aim: To make sense of religious and non-religious beliefs</b> about love and forgiveness.</p> <p><b>To understand the impact and significance of religious and non-religious beliefs</b> about love and forgiveness.</p> <p><b>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</b></p>	<p><b>beliefs</b> about reflecting, thanking, praising and remembrance.</p> <p><b>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</b></p>	<p><b>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</b></p>
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