

	Stannington Infant School – Long Term Plan 2025-26 – Year 1 – Cycle A		
	Autumn	Spring	Summer
Theme	Our School	Sheffield	Rainforests
Sensational Start	Walk around the school and village	Mystery box	Tropical Butterfly House
Fabulous Finish	Make a PowerPoint to go on school website to share our learning about 'Our School'	Jo Peel artwork showcase	Create a quiz for Year 2
SMSC and values	<p>Being Me in My World Children will learn:</p> <ul style="list-style-type: none"> To understand the rights and responsibilities of being a member of their class. To know their views are valued. To contribute to construct and agree to follow the class charter. To recognise how it feels to be proud of an achievement and understand how their choices and consequences. <p>Aim: To understand and talk about relationships and our place within families, friendships and the class. To understand citizenship and discuss our rights and responsibility through Class Charters.</p>	<p>Celebrating Differences Children will learn:</p> <ul style="list-style-type: none"> To identify similarities and differences between people in their class. To accept that everyone is different and how this makes us unique. To know what bullying is and how to help someone who is being bullied. To know who they can talk to if they were feeling unhappy or bullied. <p>Aim: To understand that we have similarities and differences and these are valued within our relationships and friendships. To be able to talk about our mental health.</p> <p>Relationships Children will learn...</p> <ul style="list-style-type: none"> To identify member of their family and understand that there are lots of different types of families. 	<p>Healthy Me Children will learn:</p> <ul style="list-style-type: none"> To understand the difference between being healthy and unhealthy and how to make healthy lifestyle choices. To know how to keep themselves clean and know how germs cause disease/illness. To understand how medicines can help them when they are poorly and how to use them safely. To cross the road safely. <p>Aim: To understand the importance of being healthy when thinking about lifestyle and mental health.</p> <p>Changing Me Children will learn...</p> <ul style="list-style-type: none"> To understand the lifecycle of humans and animals.

		<ul style="list-style-type: none"> To know what being a good friend is and how to make new friends. To identify who can help them in their school community. <p>Aim: To explain why we appreciate someone who is special to us.</p> <p>Aim: To understand and talk about relationships and who is special to us.</p> <p>To understand the role relationships, play in being healthy.</p> <p>To understand the role safety plays within our life.</p>	<ul style="list-style-type: none"> To how their body has changed since being a baby. <p>Aim: To be able to talk about and name our body parts as part of being healthy and our own safety.</p>
Online Safety	<p>Children will understand their online rights and responsibilities.</p> <p>Children will recognise when an online community feels unsafe or uncomfortable.</p> <p>Children will understand that information can stay online and can be copied.</p> <p>Children know who to ask for help in the community and online.</p> <p>Aim: To understand and talk about relationships and our place within the class.</p> <p>Understand citizenship 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 understand what cyberbullying is and why it is important to ask before sharing another person's information.</p> <p>Children will understand how to make healthy choices about their online lifestyle choices.</p> <p>Aim: To understand the role relationships, play in being healthy.</p> <p>To understand the role safety plays within our life off and online.</p> <p>Stannington Say Safe Team – Online Friendships</p>	<p>Children understand what is acceptable behaviour online and what isn't.</p> <p>Aim: To understand the role safety plays within our life and who we talk to off and online.</p> <p>Understand and talk about relationships and our place within the community.</p> <p>Stannington Stay Safe Team – Searching Safely</p>
Enrichment	History Van – household items past and present	Kelham Island Museum Visit to a synagogue	Tropical Butterfly House
Being a Mathematician	Number and Place Value within 10 Addition & Subtraction within 10	Number and Place value within 20 Addition & Subtraction within 20	Mass and weight Multiplication and Division

	Geometry Shape	Number and Place value within 50 Length and Height Capacity and Volume	Fractions Position and direction Number and Place value within 100 Money and Time
Being a Writer and a Reader	<p><u>Narrative – story retelling</u> The Three Little Pigs by Axel Scheffler Gruffalo's Child by Julia Donaldson</p> <p>Non –Fiction – instructions</p> <p><u>Whole class reading text:</u> Owl Babies by Martin Waddell Lost and Found by Oliver Jeffers</p>	<p><u>Narrative – story writing</u> Funny Bones by Alan and Janet Alberg Bog Baby by Jeanne Willis Poetry</p> <p>Non- fiction – recount - linked to an educational visit</p> <p><u>Whole class reading text:</u> My Best Friend Bob by Georgie Ripper The Squirrels that Squabble by Rachel Bright</p>	<p><u>Narrative – creative writing</u> Pinky – Literacy Shed Jack and the Beanstalk by Mara Alperin Poetry</p> <p>Non-Fiction – letter writing to our new class teacher</p> <p><u>Whole class reading text:</u> Look Up by Nathan Byron Man on the Moon by Simon Bartram</p>
Being a Scientist (green learning takes place during Forest School)	<p>Uses of everyday materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Aim: Using classification to carry out simple investigations. Communicating scientifically to discover which material makes the best bridge.</p>	<p>Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Aim: Classify different animals and understand the evolution and growth of living things over time. Classify parts of the</p>	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Aim: To classify a variety of trees and plants.</p> <p>Communicate scientifically about plants and their evolution and growth.</p>

		body and communicate scientifically about animals and humans.	
	Seasonal Changes (Forest School and throughout the year) Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Aim: Communicating scientifically about the changing seasons.		
	Working scientifically Throughout the year children will carry out investigations.		
Being a Historian	Changes within living memory Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Children will learn about significant historical events, people and places in their own locality. Chronology Children will learn how our school has changed over time. Children will place these events/changes on a time- line in chronological order. Aim: To understand the change and continuity of our school since it was built in 1910. To use sources of evidence to find out how our school has changed since it was built in 1910 and what it was like to go to our school then.	Changes within living memory Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Children will learn about significant historical events, people and places in their own locality such as Harry Brearley. Historical knowledge Children will learn about different sources of evidence. Children will use sources of evidence to ask simple questions. Children will sort objects into past and present. Aim: To know the cause and consequence of why the steel industry is an important part of Sheffield's history. To use sources of evidence to find out why the steel industry	

	<p>To understand the continuity and changes in how people lived and compare to today. To be able to communicate historically about our school in 1910 and now.</p>	<p>is an important part of Sheffield's history and who Harry Brearley was. To be able to communicate historically to describe the about the steel industry within Sheffield.</p>	
Being a Geographer	<p>Locational knowledge Children will know their address and that Stannington is a part of Sheffield.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>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, harbour and shop Children will learn to identify physical and human features of Stannington.</p> <p>Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and</p>	<p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will name and locate 4 UK countries and begin to name capital cities. Children will identify 4 UK country flags.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country: comparing Brasilia (capital of Brazil) with Sheffield. Children will compare the city Sheffield to Brasilia, the capital of Brazil.</p> <p>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, harbour and shop</p>	<p>Locational knowledge To name and locate the world's seven continents</p> <p>Human and physical geography Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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</p> <p>Aim: To use location to identify and name the seven continents. To use location to identify hot and cold countries around the world in relation to the equator and North and south poles. To use location to identify the Amazon rainforest and describe some of the human and physical features of it. Communicate geographically to explain sustainability and ways that we can protect and sustain the environment (rainforests).</p>

	<p>far; left and right], to describe the location of features or routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Children use this knowledge to draw maps of the local area with labels.</p> <p>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. Communicate geographically to explain sustainability and ways that we can protect and sustain the environment (local area).</p>	<p>Children will learn to identify physical and human features of Sheffield and Brasilia.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Children make weather instruments such as streamers and wind vanes.</p> <p>Geographical skills and fieldwork</p> <p>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.</p> <p>Aim: To use location to identify and name the countries that make up the UK and begin to know capital cities. To identify human and physical processes when comparing Sheffield with Brasilia.</p> <p>Name and compare human and physical features of Sheffield and Brasilia.</p> <p>Communicate geographically to compare Sheffield and Brasilia.</p>	
Being a Computer User	<p>Unit 1 – Technology around us</p> <p>Children will understand what technology is, its purpose and how it can help them in their everyday lives</p>	<p>Unit 3 - Programming - Moving a robot</p> <p>Children will begin to understand what an algorithm is. Children will begin to understand that recording a sequence of</p>	<p>Unit 5 – Creating media – Digital writing</p> <p>Children will begin to use the keyboard and mouse to create and manipulate text.</p>

	<p>Aim: To know what a computer is and how to use it. To know how to use technology responsibly.</p> <p>Unit 2 – Creating media – Digital painting Children will use a range of tools to create their own digital paintings.</p> <p>Aim – To present information through creating their own digital paintings and explain their choices.</p>	<p>instructions forms the basis of computer programming.</p> <p>Aim - To use programming and algorithms to program a Bee-Bot to move.</p> <p>Unit 4 – Data and information – Grouping data Children will understand that labelling, grouping, and searching are important aspects of data and information.</p> <p>Aim – To sort objects into different groups based on the properties.</p>	<p>Aim – To present information through word processing skills, to edit the text and explain their choices.</p> <p>Unit 6 – Programming animations Children will begin to understand what an algorithm is. Children will begin to develop their understanding of computer programming.</p> <p>Aim - To use programming and algorithms to design and create an animation using ScratchJr.</p>
<p>Being a Designer (green learning takes place during Forest School)</p>	<p>Construction – design and make a chair for an elf Explore and evaluate a range of chairs (through images, models and chairs in school) 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. [For example, cutting, shaping, joining and finishing] Assemble a freestanding structure, exploring how they can be made stronger, stiffer and more stable (layer pieces of paper/card). Evaluate their ideas and products against design criteria.</p> <p>Aim: To master practical skills to create a chair for an elf.</p>	<p>Cooking and Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes. Measure and weigh using measuring cups and electronic scales. Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically. Evaluate their ideas and products against design criteria.</p> <p>Aim – to master practical skills to make biscuits or cake following a recipe. Reflect upon and evaluate the biscuits or cake.</p>	<p>Construction/Mechanisms – design and make a vehicle Explore and evaluate a range of vehicles (through images and existing toy vehicles). Explore how vehicles have different sized wheels appropriate to their function and purpose. Generate, develop, model and communicate their vehicle ideas through talking and drawing. Make model vehicles using construction kits and Lego. 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 sellotape.</p>

	<p>To design and innovate, reflect and evaluate a chair for an elf. Research and investigate when making their chair.</p> <p>Textiles – design and make a hand puppet. 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. Aim: To master practical skills to sew using a running stitch. To design and innovate, reflect and evaluate a hand puppet.</p>		<p>Explore and use mechanisms. Attach a fixed axle and wheels to the vehicle. Evaluate their vehicle against design criteria. Aim – To master practical skills to create a rainforest jeep. To design and innovate, reflect upon and evaluate a rainforest jeep. Research and investigate when making a rainforest jeep.</p>
Being a Musician	<p>To create notation to represent sounds. To compose a sequence of sounds. To interpret simple notation. Compose short sound sequences to tell a story. Listen to pieces of music and recognise how composers use dynamics, tempo and timbre to reflect a character or themes Aim: To follow musical instructions and invent notation to represent sound sequences To learn to play the recorder and perform to others. To communicate musically about the music.</p>	<p>Learn to identify and describe pitch. Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre. Aim: To recognise changes in pitch and copy simple pitch patterns To perform simple melodic patterns using voices and simple pitched instruments To learn to play the recorder and perform to others. To communicate musically about their recorder playing.</p>	<p>To compose pitch patterns and represent them using simple graphic notation. Prepare songs for a class performance. Aim: To create music for a performance To learn to play the recorder and perform to others. To communicate musically about their recorder playing.</p>
Being an Artist	Observational drawing and colour mixing - Portraits	3D Form – Clay Sculptures -Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The	Printing and Painting – Use a range of materials creatively to design and make products.

<p>(green learning takes place during Forest School)</p>	<p>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. Explore and develop the use of line, shape, form and space in observational drawings. Use painting to develop and share their ideas, experiences and imagination. Create secondary colours by mixing primary colours. Identify complementary colours on a colour wheel.</p> <p>Aim - To develop ideas to understand the work of an artist to create a portrait. To master techniques and take inspiration from the style of an artist to create a portrait. To communicate artistically to describe the work of an artist.</p> <p>Observational Drawing - School building Children will 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 the school buildings. Explore and develop the use of line, shape, form and space in observational drawings.</p>	<p>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 Develop a wide range of art and design techniques in using line, shape, form and space. Learn about the work of a range of artists, making links to their own work including Jackson Pollock and David Hockney. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Make a punch pot. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Aim – To develop ideas to understand the work of sculptors. 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.</p> <p>Observational Drawing - Sheffield landmark</p>	<p>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 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. Observe the effect of different coloured backgrounds on their printing.</p> <p>Aim -To develop ideas to understand the work of a printer. To master techniques and take inspiration from the style of a printer to create images using mark making in print. To communicate artistically to describe the work of an artist (Utagawa Hiroshige)</p> <p>Painting and Textiles (Collage) Use a range of materials creatively to design and make products. Use painting to develop and share their ideas, experiences and imagination.</p>
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	<p>Learn about the work of a range of artists, making links to their own work - Joe Scarborough.</p> <p>Aim - To master techniques to draw the school building and and take inspiration from the style of an artist.</p> <p>To communicate artistically to describe their work.</p> <p>To develop ideas to understand the work of an artist to create an observational drawing of the school.</p> <p>To communicate artistically to describe the work of an artist (Joe Scarborough).</p>	<p>Children will use drawing to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using line, shape, form and space. Children will work on various scales.</p> <p>Aim - To develop ideas to understand the work of an artist to create an observational drawing of a Sheffield building. To master techniques to draw a Sheffield landmark and take inspiration from the style of an artist.</p> <p>To communicate artistically to describe the work of an artist (Jo Peel).</p>	<p>Develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Revisit patterns – look at symmetrical as well as repeating patterns in nature (mini-beasts e.g. butterfly wings) and focus on colours and shapes.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create a collage.</p> <p>Learn to use the different techniques of cutting, tearing, sticking and assembling.</p> <p>Aim - To develop ideas to understand the work of an artist to create a collage.</p> <p>To master techniques and take inspiration from the style of an artist.</p> <p>To communicate artistically to describe the work of an artist (Hannah Hock).</p>
Being a Sportsperson	<p>Children will develop their fundamental movement skills with a focus on: Balancing, running, changing direction, hopping, skipping and jumping</p> <p>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.</p> <p>Children will develop their ball skills with a focus on:</p>	<p>Children will develop their athletic skills with a focus on: Running at different speeds, changing direction, jumping and throwing.</p> <p>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.</p> <p>Children will develop their sending and receiving skills with a focus on:</p>	<p>Children will develop their athletic skills with a focus on: Running at different speeds, changing direction, jumping and throwing.</p> <p>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.</p> <p>Children will develop their striking and fielding skills with a focus on:</p>

	<p>Throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <p>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.</p> <p>Gymnastics Perform simple gymnastic movements</p> <p>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.</p> <p>Dance Respond to music using travel, stretch, twist, turn, jump</p> <p>Change the dynamics in a dance using speed, shape, size, level, direction</p> <p>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.</p>	<p>Throwing and catching, rolling and kicking, tracking and stopping a ball.</p> <p>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.</p> <p>Gymnastics Travel in a variety of ways using the floor and apparatus.</p> <p>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.</p> <p>Dance Develop coordination and rhythm through cheerleading.</p> <p>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.</p>	<p>Throwing and catching, stopping a rolling ball, tracking and retrieving a ball and striking a ball.</p> <p>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.</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.</p> <p>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.</p>
Studying Religions	<p>Who do Christians say made the world? 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.</p> <p>Children explore how Christian's praise and give thanks to God and think about what</p>	<p>Who is Jewish and how do they live? Children think about what objects are precious to them and find out what special objects Jewish people might have in their homes.</p> <p>Children hear the Shema, explore the words and consider what these tell Jewish people about God.</p>	<p>What does it mean to belong to a faith community? 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.</p> <p>Children will learn about the ways people express their belonging and talk about what</p>

	<p>they are grateful for and who they could thank.</p> <p>Children think of questions to ask about living in our amazing world.</p> <p>Aim: To make sense of religious and non-religious beliefs in relation to creation and our world.</p> <p>To understand the impact and significance of religious and non-religious beliefs in giving thanks.</p> <p>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</p> <p>What do Christians believe God is like?</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>Aim: To make sense of religious and non-religious beliefs about love and forgiveness.</p> <p>To understand the impact and significance of religious and non-religious beliefs about love and forgiveness.</p>	<p>Children listen to, respond and retell some stories from the Jewish Bible, and think about how these remind Jews about what God is like.</p> <p>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.</p> <p>Aim: To make sense of religious and non-religious beliefs about reflecting, thanking, praising and remembrance.</p> <p>To understand the impact and significance of religious and non-religious beliefs about reflecting, thanking, praising and remembrance.</p> <p>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</p>	<p>they think is good about being in a community, giving reasons for their ideas.</p> <p>Children will listen to stories from different faiths and consider what these stories tell people about loving each other.</p> <p>Children will learn about how two people show they love each other and belong to each other when they get married.</p> <p>Aim: To make sense of religious and non-religious beliefs about belonging.</p> <p>To understand the impact and significance of religious and non-religious beliefs about belonging.</p> <p>To make connections between religious and non-religious beliefs, concepts, practices and ideas.</p>
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