

Class	Moment 1	Moment 2	Moment 3
Reception	<p>Subject – Literacy</p> <p>Activity – Storytime: Somebody swallowed Stanley</p> <p>Spirituality questions - Where is the ow moment in the story? Why is it sad when rubbish ends up in the ocean?</p> <p>Date completed by: 12<sup>th</sup> June</p>	<p>Subject – The Natural World</p> <p>Activity – Farm trip</p> <p>Spirituality questions - What was your Wow moment today? Why is it important that we look after animals?</p> <p>Date completed by: 16<sup>th</sup> June</p>	<p>Subject – PSED</p> <p>Activity – K, W, L reflection of the big question this term</p> <p>Spirituality questions – Why should we care for our planet?</p> <p>Date completed by: 10<sup>th</sup> July</p>
Year 1	<p>Subject – Literacy</p> <p>Activity – The Smartest Giant in Town</p> <p>Spirituality questions -</p> <p>How was George generous?</p> <p>Was this a Wow for all of the characters?</p> <p>How did the characters show they were grateful to George?</p> <p>How could we be generous to others in our class?</p> <p>Date completed by: 15<sup>th</sup> July</p>	<p>Subject – Science</p> <p>Activity – Noticing the beauty around us in plants</p> <p>Spirituality questions -</p> <p>Now – what different kinds of plants do we see around us? Why do people grow plants?</p> <p>Wow – what plants make you say wow?</p> <p>Ow – what things might damage the plants around us?</p> <p>Date completed by: 15<sup>th</sup> July</p>	<p>Subject – Geography</p> <p>Activity – Look at pictures and discuss features of the seaside (sand, sea, cliffs, pier) Compare seaside and non-seaside places Label simple seaside features Create a drawing or collage of a seaside scene</p> <p>Talk about what people do at the seaside</p> <p>Spirituality questions - Who would you like to visit the seaside with?</p> <p>How can we share and enjoy the seaside safely with others?</p> <p>Why do people like going to the seaside?</p> <p>How can we look after the beach and sea?</p> <p>Date completed by: 15<sup>th</sup> July</p>
Year 2	<p>Subject – Science – trees being cut down.</p> <p>Activity – Recognising the importance of trees and human impact on trees/ habitats</p> <p>Spirituality questions</p> <ul style="list-style-type: none"> <li>• Can you think of a character in a book who loved nature?</li> </ul>	<p>Subject – Writing</p> <p>Activity – <i>The Dragon Machine</i> (focus on loneliness and friendship)</p> <p>Spirituality questions –</p>	<p>Subject – History – Great Fire of London</p> <p>Activity – Trip to Selly Manor, learning all about the GFoL, discussions after.</p> <p>Spirituality questions - How have historical events shaped our understanding of empathy, community, and spiritual solidarity? How have</p>

	<ul style="list-style-type: none"> <li>• How do they connect with the world around them?</li> <li>• How do you think we can show kindness and care for the Earth, like characters in books show kindness to others?</li> <li>• How do we show care to our world?</li> <li>• How is each living thing created in Gods image?</li> <li>• How does this image make you feel?</li> </ul> <p>Date completed by: 5<sup>th</sup> June</p>	<ul style="list-style-type: none"> <li>• WOW: What made George feel happy when he had the dragons?</li> <li>• OW: How did George and the dragons feel when they were lonely or trapped?</li> <li>• NOW: What can we do to help someone who feels lonely or needs a friend?</li> </ul> <p>Date completed by 1<sup>st</sup> July</p>	<p>historical events and discoveries influenced people's understanding of the universe and their place in it? How have historical events influenced our spiritual relationship with the environment? Why is working collaboratively an important part of life?</p> <p>Date completed by: 3<sup>rd</sup> July</p>
Year 3	<p>Subject – History</p> <p>Activity – Exploring the impact Stone Age periods have had on our world today eg: farming</p> <p>Spirituality questions -</p> <p>OWs:</p> <p>What challenges did people face before farming was developed?</p> <p>How did food shortages affect Stone Age communities?</p> <p>WOWS:</p> <p>What can we admire about the creativity and resilience of Stone Age people?</p> <p>How did farming improve people's lives?</p> <p>Why was the development of farming such an important achievement?</p> <p>NOWS:</p> <p>How does farming still affect our lives today?</p> <p>How has farming changed from the Stone Age to the present</p> <p>Date completed by: 22<sup>nd</sup> June</p>	<p>Subject – Design Technology</p> <p>Activity – Exploring Stone Age Art, how they painting, used colours etc.</p> <p>Spirituality questions -</p> <p>OWs: What challenges did Stone Age people face when creating art?</p> <p>Why might it have been difficult to paint deep inside caves?</p> <p>WOWs</p> <p>How were Stone Age people able to create such impressive cave paintings?</p> <p>Why is it amazing that some cave paintings have survived for thousands of years?</p> <p>How did Stone Age people able to create vibrant colours with only natural materials?</p> <p>NOWs</p> <p>Why do people still create art today? How do artists use colour to express emotions and ideas?</p> <p>How is modern art similar to and different</p>	<p>Subject – RE</p> <p>Activity – Does encounter matter when it comes to reconciliation?</p> <p>Desmond Tutu lived in South Africa when people were treated unfairly because of the colour of their skin. When things began to change, he encouraged people to listen to one another, tell the truth, forgive, and work together instead of seeking revenge. He wanted people to rebuild relationships and live peacefully together.</p> <p>Spirituality questions -</p> <ul style="list-style-type: none"> <li>• What good things did Desmond Tutu encourage people to do?</li> <li>• How did he help people?</li> <li>• Why might talking and listening be important?</li> </ul>

		<p>from Stone Age art?          What messages would we leave behind for future generations through our artwork?          Date completed by: 5<sup>th</sup> June</p>	<p>What made reconciliation difficult?           What can we do today to be reconcilers?           Date completed by:</p>
Year 4	<p><b>Subject</b> - Reading – Body Snatchers  <b>Activity</b> - Guided Reading text. Read the text then show an image.  <b>Spirituality questions</b> - Why was this done back then? How do we think people felt about it then? How do we feel about it now? Is it an <b>ow or wow</b> moment? How does this story make you feel? What did you learn from this character’s experience? Can you relate this story to your own life?           Date completed: 5<sup>th</sup> June</p>	<p><b>Subject</b> - Art - Printing  <b>Activity</b> - Be still when looking at these pieces of art. Give children time to look deeply.  <b>Spirituality questions</b> - How does this artwork relate to concepts like beauty, truth, purpose or the human condition? How might different materials, colours, forms or techniques be used to evoke a sense of spirituality or transcendence? How can we use the creative process of art-making as a means of introspection, meditation or spiritual growth?          Date completed: 12<sup>th</sup> June</p>	<p><b>Subject</b> – Science  <b>Activity</b> – Alexandra Graham Bell’s wife and mother were deaf, which inspired his work on sound and hearing. He invented the telephone. To explore significant people and the wows in their field.   <b>Spirituality questions</b> - What are the wows and ows in the stories behind the significant people you study?           Date completed by: 17<sup>th</sup> June</p>
Year 5	<p><b>Subject</b> –          Science (Life Cycles) with links to Spiritual Development  <b>Activity</b> –          Year 5 visited a local farm to explore life cycles in a real-life context. The children observed plants and animals at different stages of development and captured small bugs to study their habitats and life processes. They asked thoughtful questions about growth, change and</p>	<p>Subject – Maths          Activity – Shape and 3D shapes          Spirituality questions - How confident did you feel when identifying and describing shapes? What strategies helped you solve tricky shape problems?          Where can you find these shapes in the real world?          Why do you think shapes are important in everyday life?</p>	<p>Computing – Game Creation (Using Scratch or similar platform)   <b>Activity:</b>          Pupils design and create their own simple digital game.   <b>Spirituality Questions:</b>          How did creating your game make you feel? What challenges did you face, and how did you respond to them? What</p>

	<p>survival, and developed their understanding of how living things depend on one another within an ecosystem.</p> <p><b>Spirituality questions –</b></p> <ul style="list-style-type: none"> <li>• What does it mean to respect and care for living things, no matter how small?</li> <li>• How does observing life cycles help us understand change and growth in our own lives?</li> <li>• What feelings did you experience when handling living creatures, and why is it important to act with kindness and responsibility?</li> <li>• How does nature show us connections between all living things?</li> </ul>	<p>Why is it important to understand the properties of shapes? How do shapes help us understand and describe the world?</p> <p>Date completed by:15<sup>th</sup> July</p>	<p>inspired your game idea? How does technology allow us to bring our imagination to life?How did feedback from others help improve your game?</p> <ul style="list-style-type: none"> <li>○ How do games bring people together?</li> </ul>
Year 6	<p>Subject – Reading – class reader ‘The Final Year’.</p> <p>Activity – I read a chapter to the class, displayed it on the visualiser and discussed the WOW and OW moments that the character may feel.</p> <p>Spirituality questions - How do you think the character is feeling in this moment, and why might those feelings be important? Have you ever experienced a similar moment of change or uncertainty? How did it make you feel? What might this moment teach us about growing up or moving on? Why do you think the author chose to highlight this “wow” or “ow” moment for the character? How can difficult moments help us to understand</p>	<p>Subject – Literacy Activity – Literacy shed short film - ‘forever young’. Watch the short film and discuss whether it could be an OW or WOW moment (or both) for the character. Deep class discussion.</p> <p>Spirituality questions - Do you think this moment is a “wow,” an “ow,” or both for the character? Why? How might the character feel inside, even if they don’t show it outwardly? What does this film suggest about growing older or time passing? Have you ever experienced a moment that felt both happy and sad at the same time? What made it feel that way? What might this moment teach us about appreciating life or the people around us? Why do you think the filmmaker chose to show this</p>	<p>Subject – History Activity – Exploring the impact that ancient Greece has on our world today, eg democracy, philosophy, architecture, theatre, the Olympic Games. Spirituality questions - Which Ancient Greek idea do you think is a WOW moment for the world today? Why? Can you think of any OW moments linked to Ancient Greece (e.g. who was excluded from democracy)? How does that make you feel? Why do you think some ideas from the past continue to shape our lives today? How have Ancient Greek ideas influenced fairness, choices, and opportunities in our lives? How might life be different today if we didn’t have these “wow” ideas from Ancient Greece? What does</p>

	ourselves better? What inner strengths does the character show, even if they are struggling?  Date completed by: 5 <sup>th</sup> June	moment in this way? What does this film make you reflect on about your own life or future?  Date completed by: 5 <sup>th</sup> June	learning about both the positive (WOW) and negative (OW) parts of history teach us?  Date completed by: 5 <sup>th</sup> June
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