


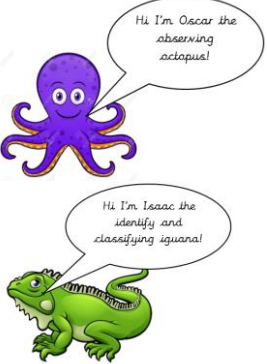
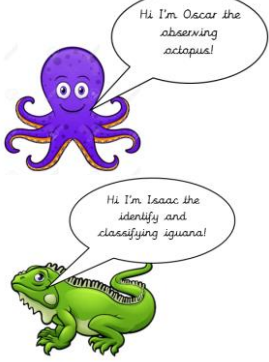


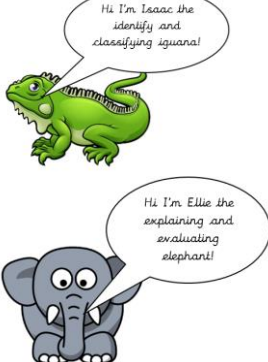
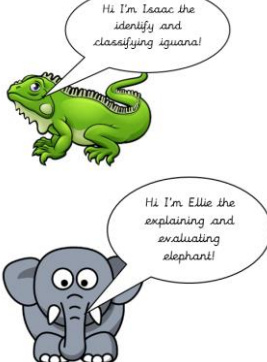
## Sandal Primary School Medium Term Planning and Weekly Overview

<b>Year Group:</b> Year 5 <b>Theme:</b> Around the world <b>Term:</b> spring 1 <b>British Value:</b> rule of law <b>Root of Learning:</b> aiming high							
<b>Hook day :</b> Exploring the Coral Sea —the where of the storymaps , what is a biome, what is the coral reef biome, collage / mood board (backing for display) , compass work navigation , simple prints of coral using card and string over colour wash water colour (review yr 4 learning) <b>read ch 1-3</b> <b>Outdoor Learning Opportunities:</b> session 1 survival skills: cooking and creating fire, shelter ref to year 4 settlement work and navigating with a compass /water, session 2 printing in nature as well as repeated patterns in nature, (lead to sp 2 session 3 biomes) <b>Song:</b> assembly songs							
Week	1 2/1/23	2 9/1/23	3 16/1/23 Outdoor learning 5s fri am	4 23/1/23 Outdoor learning 5p monday am	5 30/1/23	6 6.2.22 christmas dinner Outdoor learning 5p monday pm Outdoor learning 5s am 7.2.23 internet safety say	
<b>English (together)</b> Mrs Williams Miss Heathcote Miss Yates <b>Text:</b> Kensuke's Kingdom by Micheal Morpurgo.  <b>Text type: setting description of biome from book</b>	<b>Phase 1 – Immerse</b>  <b>hook day- map the root of the Peggy Sue to the Coral sea,</b> explore the coral sea- this is where michael is lost the where of the story maps  Task 1: LO: To predict using evidence- what will he find after the shipwreck? Use geo knowledge year 4 rainforest biome before reading 'gibbons and ghosts'  Task 2: LO: To write a balanced argument about sailing around the world.  Task 3: Top 3 items to take if stranded on a desert island.	<b>Phase 2 - Reading like a Writer</b>  <b>WAGOLL and Success Criteria</b>  1. Text features (structure)  2. GPS features - adjectives (meaning and purpose) - verbs (meaning and purpose).  Location of coordinating and subordinating conjunctions  3. Author intent	<b>Phase 3 - Writing like a reader</b>  <b>GPS 1 –</b> <b>LO:</b> To use accurate noun phrases and expanded noun phrases to create a certain atmosphere or mood  Modelled and shared write of creating different atmospheres within the same setting.	<b>GPS 2</b> <b>LO:</b> To use multi-clause sentences accurately and effectively.  <u>Check sentence types and word classes</u>  Modelled and shared write of creating different atmospheres within the same setting.	<b>Phase 4: Hot task:</b> Planning/drafting.  Writing a setting description of the island or a biome.  Teach editing skills to the children for them to apply in their own writing.	<b>Hotter task:</b>  Children have focus points which they edit within their writing.  Publish writing to create a folder for the class library.	
<b>Speaking and Listening Opportunities</b> Mrs Williams Miss Heathcote Miss Yates	<b>Spanish - 5S</b> To be able to express simple preferences.  To begin to understand and use me gusta/no me gusta.  To combine me gusta + colour.  To combine me gusta + food. debate  persuasion- items- Dialogic roles sharing facts found- presenting	<b>Spanish - 5S</b> To rapidly recall the numbers to 31.  To use numbers in a range of sentences.  sharing facts found- presenting	<b>Spanish - 5S</b> To recognise multiples of ten up to 100.  To begin to understand how the Spanish number system works.  To pronounce soft 'c' correctly.	<b>Spanish - 5S</b> To begin using numbers up to 100 in speech.  To work out simple calculations with numbers up to 100.  oral recall and transcription os sentences	<b>Spanish - 5S</b> To be able to say the numbers to 100 in Spanish.  To begin to understand and use the word 'hay'.  To use numbers in a range of sentences.	<b>Spanish - 5S</b> To listen to a story in Spanish. <a href="https://www.thespanishexperiment.com/stories/threepigs">https://www.thespanishexperiment.com/stories/threepigs</a>  To recognise the numbers and familiar vocabulary in a story.	

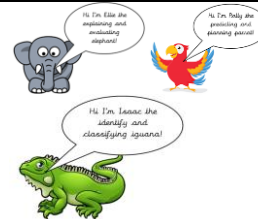



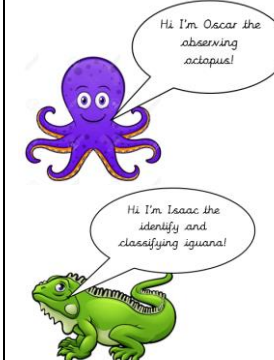

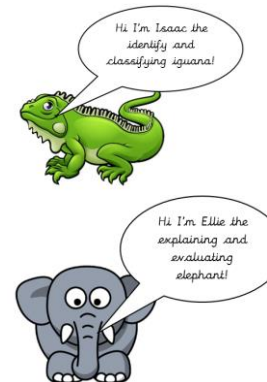
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<b>Spelling</b> Mrs Williams Miss Heathcote  Follow the NoNonsense Spelling Scheme  Common exception words communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	Recapping of the Year 3 and 4 common exception words		Use of the hyphen	Verb Prefixes and word families	Verb Prefixes and word families	Words ending in –ibly and -ably	
<b>Reading</b> Mrs Williams Miss Heathcote Miss Yates  <b>VIPERS texts</b>	<b>Fiction text</b> <b>Kensuke's kingdom</b> Vocabulary Inference Inference Prediction	<b>Non-fiction text</b> <b>twinkle - biomes reading comprehension</b> Vocabulary Retrieval / explanation Retrieval / explanation Summarise	<b>Poetry</b> <b>narrative poem</b> <b>The ballad of hansen and Gretel (T)</b> Vocabulary Retrieval / explanation Retrieval / explanation Summarise	<b>Fiction text</b> <b>Kensuke's kingdom</b> Vocabulary Inference Inference Prediction	<b>Non-fiction text</b> <b>The Biomes of north america- grammarsaurs</b> Vocabulary Retrieval / explanation Retrieval / explanation Summarise	<b>Poetry</b> <b>narrative poem</b> <b>The Walrus and the carpenter</b> Vocabulary Retrieval / explanation Retrieval / explanation Summarise	
<b>Maths</b> (Miss Yates )  complete Addition and Subtraction multiplication and division  Fluency Varied Fluency Reasoning Problem solving (test style q's)	Multiples factors	common factors prime numbers square numbers	cube numbers multiply by 10, 100 and 1000 divide by 10,100,1000	multiples of 10, 100, 1000 multiply 4 digit by 1 digit Multiply 2 digits using an area model	Multiply 2 digits by 2 digits  Multiply 3 digits by 2 digits  Multiply 4 digits by 2 digits	divide 4-digits by 1-digit  Divide with remainders	
<b>Maths</b> (Miss Heathcote)  <b>Fluency</b> <b>Varied Fluency</b> <b>Reasoning</b> <b>Problem solving (test style q's)</b>	<b>Multiplication and Division</b> To multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers.  Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	<b>Multiplication and Division</b> Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	<b>Multiplication and Division</b> Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	<b>Statistics</b> Solve comparison, sum and difference problems using information presented in a line graph.  Complete, read and interpret information in tables, including timetables.	<b>Statistics</b> L.O Complete, read and interpret information in tables, including timetables  Statistics Journey 2	<b>Fractions</b>  To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  Pre- learn Fraction Journey 1	
<b>Maths</b> (Mrs Williams) fractions A (WR) <b>Fluency</b> <b>Varied Fluency</b> <b>Reasoning</b>	Equivalent Fractions <b>Grammarsaurus</b>	Fractions – Improper Fractions to Mixed Numbers – Lesson 2	Year 5 Fractions – Mixed Numbers to Improper Fractions – Lesson 3	Year 5 Fractions – Number Sequences – Lesson 4	Year 5 Fractions – Compare and Order Fractions Greater than 1 – Lesson 6	Year 5 Fractions – Add and Subtract Fractions – Lesson 7	Year 5 Fractions – Add Fractions with Different Denominators – Lesson 8




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<b>Problem solving (test style q's)</b>							
Arithmetic, Spiral Starters and LBH Mrs Williams Miss Heathcote Miss Yates	<b>LBH</b> Recognise and use square numbers and cube numbers, and the notation for squared ( <sup>2</sup> ) and cubed ( <sup>3</sup> )  <u>Arithmetic</u> times tables knowledge  <u>Spiral Starter</u>	<b>LBH</b> Recognise and use square numbers and cube numbers, and the notation for squared ( <sup>2</sup> ) and cubed ( <sup>3</sup> )  <u>Arithmetic</u> times tables knowledge  <u>Spiral Starter</u>	<b>LBH</b> Convert between different units of metric measure - g-kg and l-ml  <u>Arithmetic</u> times tables knowledge  <u>Spiral Starter</u>	<b>LBH</b> Convert between different units of metric measure - g-kg and l-ml  <u>Arithmetic</u> times tables knowledge  <u>Spiral Starter</u>	<b>LBH</b> Based on areas identified in the half term  <u>Arithmetic</u> times tables knowledge  <u>Spiral Starter</u>	<b>LBH</b> Based on areas identified in the half term  <u>Arithmetic</u> times tables knowledge  <u>Spiral Starter</u>	
Science Mrs williams	<b><u>Properties and changes of materials</u></b>  Lesson 1 Skills:   L.O To discuss what we already know about properties and changes of materials.  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  Activities:    <b><u>FORCES</u></b> Lesson 3 Skills:	Lesson 2 Skills:   L.O  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  Activities:    <b><u>FORCES</u></b> Lesson 4 Skills:	Lesson 3 Skills:   L.O  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Activities:    <b><u>FORCES</u></b> Lesson 5 Skills:	Lesson 4 Skills:   L.O  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Activities:    <b><u>Properties and changes of materials</u></b>	Lesson 5 Skills:   L.O  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Activities:    	Lesson 6 Skills:   L.O  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  Activities:    	
Miss Heathcote							

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	<div></div> <div>LO: To investigate the effects of air resistance</div> <div>Activities: Independent /group investigation on mass and weight.</div>	<div></div> <div>LO: To explore the effects of water resistance.</div> <div>Activities: </div>	<div>LO: To investigate the effects of friction.</div> <div>Activities: </div>	<div>Lesson 1</div> <div>Skills: </div> <div>L.O To discuss what we already know about properties and changes of materials.</div> <div>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</div>	<div>Lesson 2</div> <div>Skills: </div> <div>L.O</div> <div>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</div>	<div>Lesson 3</div> <div>Skills: </div> <div>L.O</div> <div>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</div>	
<div>Geography</div> <div>Miss Heathcote</div> <div>Miss Yates</div>	<div>Hook day-</div> <div>LO/Skills</div> <div>Locational knowledge- Name and locate the countries of Asia. Name and locate some of the countries and cities of the world</div> <div>Field skills- Use the eight points of a compass,</div> <div>Spiral</div> <div>Locate the oceans and the continents on a map (yr 2). Add the equator Northern and Southern Hemisphere, Arctic and Antarctic circles, (y4)</div> <div>Task 1</div> <div>world map- plot the path of the Peggy Sue from the ships log (map on page 27 spiral knowledge of yr 4 SA - leave brazil map on page 30 , africa map page 32 through austrasia ), label with events and observations - locate coral sea _destinations from book to plot : cities south hampton, cape town, La coruna, recife, perth, sydney, papua new guinea countries england, south america,, cape verde brazil, saint helena, australia seas bay of biscay, , corall sea, atlantic</div> <div>Task 2</div> <div>label a map of asia with known countries and then purple pen</div> <div>Task 3</div>	<div>Locational knowledge- To identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</div> <div>task 1</div> <div>vocab crossword</div> <div>Task 2</div> <div>plat key tropics etc</div> <div>task 3</div> <div>cloze procedure key vocab</div> <div>task 4</div> <div>use lines of latitude to write coordinates or locations and rom ships log</div> <div>task 5</div> <div>time zone if its x in london its ____ in rio etc earth facts plenary/spiral</div> <div>spiral-Remember your work from science about night and day- what do you remember ?</div> <div>Hook question - when can Eve call her uncle chris?</div> <div>key vocab</div> <div><ul style="list-style-type: none"><li>capricorn</li><li>cancer</li><li>greenwich</li><li>latitude</li><li>southern</li></ul></div>	<div>Human and Physical Geography- Identify and describe the main human and physical characteristics of Asia.</div> <div>Place knowledge- Understand some of the reasons for geographical similarities and differences between countries. Begin to understand and explain geographical diversity across the world.</div> <div>focus in on asia time zones- what info can be gleaned- discuss capital cities and countries- ref back to map. define human and physical feature</div> <div>spiral:</div> <div>human and physical features of asia sorting cards</div> <div>task 1</div> <div>computing across the curriculum- asia web quest - i pads track info on mindmaps. journals (spiral learning throughout)</div> <div>key vocab:</div> <div><ul style="list-style-type: none"><li>human and physical features.</li><li>asia</li><li>seasons</li><li>climate</li><li>capital city</li><li>kilometre</li><li>tourists</li><li>migration</li><li>distance</li></ul></div>				



	<div>spiral 4 cardinal points (year 2) 4 points and practice physically repeat for 8 cardinal points (year 3) (Harry four cardinal) computing across the curriculum-map school lpads with compass app</div> <div><b>Key vocab</b><ul style="list-style-type: none"><li>Equator</li><li>Northern and southern hemisphere</li><li>Arctic and Antarctic circles</li><li>continents ocean seas</li></ul></div>	<div><ul style="list-style-type: none"><li>northern</li><li>west</li><li>hemispheres</li><li>east</li><li>lines</li><li>longitude</li><li>degrees northern</li><li>coordinates</li><li>meridians</li><li>equator</li><li>letters</li><li>minutes</li></ul></div>					
History							
<div><b>Art</b> Printing – William Morris</div> <div><ul style="list-style-type: none"><li>Replicate some of the techniques used by notable artists, artisans and designers.</li><li>Create original pieces that are influenced by studies of others.</li></ul></div> <div><ul style="list-style-type: none"><li>Use polystyrene tiles and printing ink to layer patterns and create relief prints using 2 layers of colours, commenting on the effect created.</li></ul></div> <div><p>Presentation piece: To create a pice of William Morris inspired pattern to print onto fabric to create a camouflage sheet for Kensuke's Kingdom</p></div>	<div>hook day - review yr 4 printing string and card</div>	<div>To learn to give detailed observations about notable artists and their lives.</div> <div>Look at the works and style of art that William Morris’s created throughout his life. Discuss the style and technique and reflect on what they like/ dislike and justify why.</div> <div>Task 1: To replicate the work of William Morris work in their sketch books and create a research page, which includes facts about his life and statements to say if they like/dislike it and why. Discuss in notes how the work is created.</div> <div><div></div></div>	<div>Discuss themes in William Morris’ work; plants, animals, nature, symmetry. Discuss why he used nature again (bring the outdoors inside)</div> <div>To reflect back on prior learning of colour work and the colour theory.</div> <div>Model how to create a green colour palette and use that to scaffold an observational drawing. Examine botanical and scientific artwork.</div> <div>Task 2: to look back at the work on the colour palette and reflect how to create tone and tints within colour. Children to use the water colour to create a green palate and then create an observational piece of art based on the flowers and plants brought into class</div>	<div>Task 3: Children to trace their lily sketch and use colouring pencils to create a coloured design. Add tracing paper to sketch book.</div>	<div>Discuss the symmetry and repetition of the artwork. Explain this is why it was (and still is popular) in the Victorian era as wallpaper. Show them how to use the app (Reflection APP) to reflect and repeat their painting from last week.</div> <div>Task 4: use the app to create a repeating image from last week. The will need to upload photo, manipulate into position, screen shot and save image, then re-upload into app. Repeat as many times as needed to create design.</div>	<div>To apply tracing skills from patterns created last week in sketch books to transpose onto a polystyrene tile</div> <div>Task: 5</div> <div>Children to create a printing blocks using polystyrene and marking tool</div>	<div>Task 6</div> <div>Master piece- apply all skills taught to print onto a pice of fabric. Each child will create their own piece of fabric which will then all be attached to each others to create a large tarpaulin style sheet to create a William Morris inspired camouflage shelter, which could be used on Kensuke’s island.</div>

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Design Technology Miss Heathcote Mrs Williams							
Spanish Animals  Miss Heathcote Mrs Williams	<ul style="list-style-type: none"><li>To begin to be able to say some common farmyard animals.</li><li>To pronounce the double ‘r’ correctly.</li><li>To use the correct article.</li></ul> <ul style="list-style-type: none"><li>Los animales - animals</li><li>El Pollito – chick</li><li>El Gallo – cockerel</li><li>La Gallina – hen</li><li>El Pollo – chicken</li><li>La Pavo – turkey</li><li>La paloma – dove/pidgeon</li><li>El gato – cat</li><li>El perro – dog</li><li>La cabra – goat</li><li>El cordero – lamb</li><li>La vaca – cow</li><li>El toro – bull</li><li>La granja – farm</li></ul>	<ul style="list-style-type: none"><li>To recall the Spanish word for common animals.</li><li>To use animals in familiar sentences.</li></ul> Los animales - animals El Pollito – chick El Gallo – cockerel La Gallina – hen El Pollo – chicken La Pavo – turkey La paloma – dove/pidgeon El gato – cat El perro – dog La cabra – goat El cordero – lamb La vaca – cow El toro – bull La granja – farm La mascota - Pet ¿Cuál animales te gustan? -Which animals do you like? Me gustan... - I like... ¿Cuál es tu animal favorito? – What is your favourite animal? Mi animal favorito es... - my favourite animal is... ¿Tienes una mascota? – Do you have a pet? Tengo... - I have...	<ul style="list-style-type: none"><li>To follow a song and be able to recognise some familiar words.</li><li>To begin to use the word ‘hay’ with support.</li></ul> El Pollito – chick El Gallo – cockerel La Gallina – hen El Pollo – chicken La Pavo – turkey La paloma – dove/pidgeon El gato – cat El perro – dog La cabra – goat El cordero – lamb La vaca – cow El toro – bull Hay – there is/are <a href="https://www.youtube.com/watch?v=dhsy6epaJGs">https://www.youtube.com/watch?v=dhsy6epaJGs</a>				
P.E Leadership Miss Heathcote Mrs Williams	challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils apply a refined understanding of passing and moving as well as an understanding of defensive strategies. Pupils will develop their communication skills as they officiate in game based scenarios. Pupils will start to lead their team and manage their games. By facilitating learning through gamebased scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing. .						
Swimming Miss Heathcote Mrs Williams	swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations						
Music  Blues Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music	<b>Lesson 1: History of the Blues</b> After learning the origins of the Blues and identifying some features of this genre, children sing a Blues-style song.  <b>Learning objective</b> To know the key features of Blues music  <b>National curriculum</b> - Develop an understanding of the history of music	<b>Lesson 2: Playing a chord</b> Children are introduced to chords, become familiar with those often used in Blues music and play the first line of the 12-bar Blues.  <b>Learning objective</b> To play the first line of the 12-bar Blues	<b>Lesson 3: The 12-bar Blues</b> Children learn to play the chord sequence of the 12-bar Blues.  <b>Learning objective</b> To be able to play the 12-bar Blues  <b>National curriculum</b>	<b>Lesson 4: Blues scale</b> Pupils learn to play the Blues scale - up and down.  <b>Learning objective</b> To be able to play the Blues scale  <b>National curriculum</b>			

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<p>and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p> <p>Whole Class Instrumental Lessons – Jsax</p>	<p>- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>- Learn to sing and to use their voices, to create and compose music on their own and with others</p>	<p><b>National curriculum</b></p> <p>- Use and understand staff and other musical notations</p> <p>- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>	<p>- Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- Use and understand staff and other musical notations</p>	<p>- Use and understand staff and other musical notations</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory</p>		
<p><b>PSHE</b></p> <p>Jigsaw Topic – Dreams and Goals</p> <p>Miss Heathcote Mrs Williams Jigsaw Topic – Celebrating Difference</p>	<p><b>When I Grow Up (My Dream Lifestyle)</b></p> <p><i>I understand that I will need money to help me achieve some of my dreams</i></p> <p><i>I can identify what I would like my life to be like when I am grown up</i></p>	<p><b>Investigate Jobs and Careers</b></p> <p><i>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</i></p> <p><i>I appreciate the contributions made by people in different jobs</i></p>	<p><b>My Dream Job. Why I want it and the steps to get there</b></p> <p><i>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</i></p> <p><i>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</i></p>	<p><b>Dreams and Goals of Young People in Other Cultures</b></p> <p><i>I can describe the dreams and goals of young people in a culture different to mine</i></p> <p><i>I can reflect on how these relate to my own</i></p>	<p><b>How We Can Support Each Other</b></p> <p><i>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</i></p> <p><i>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</i></p>	
<p><b>ICT</b></p> <p>Mrs Holmes</p> <p>Spreadsheets and Databases</p>	<p><b>Spreadsheets</b></p> <p><b>LO:</b> Formulae including the advanced mode.</p> <p><b>Success criteria:</b> Children can use a spreadsheet to work out the area and perimeter of rectangles.</p> <p>Children can use these calculations to solve a real-life problem.</p>	<p><b>Spreadsheets</b></p> <p>LO: Using text variables to perform calculations.</p> <p><b>Success criteria:</b> Children can create simple formulae that use different variables.</p> <p>Children can create a formula that will work out how many days there are in x number of weeks or years.</p>	<p><b>Spreadsheets</b></p> <p>LO: Using a spreadsheet to plan an event.</p> <p><b>Success criteria:</b> Children can design the setting for their game so that it fits with the selected theme.</p> <p>Children can upload images or use the drawing tools to create the walls, floor and roof.</p>	<p><b>Databases</b></p> <p>LO: To learn how to search for information on a database.</p> <p><b>Success criteria:</b> Children understand the different ways to search a database.</p> <p>Children can search a database in order to answer questions correctly.</p>	<p><b>Databases</b></p> <p>LO: To contribute to a class database.</p> <p><b>Success criteria:</b> Children have designed an avatar for a class database.</p> <p>Children have successfully entered information into a class database.</p>	
<p><b>RE</b></p> <p>What values are shown in codes for living?</p> <p>Miss Heathcote Mrs Williams</p>	<p>What values are shown in codes for living?</p>	<p>Should we forgive others?</p>		<p>What do Christians believe about the old and new covenants?</p>		



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