

Global Citizen Framework: Learn, Empower, Take Action							
<b>Vision</b>	High standards for all pupils	Resilient Learners	Team work	Partnerships with families and the local and global community	Enriched well-being		
<b>Values</b>	<b>FRIENDSHIP</b>	<b>RESPECT</b>	<b>EXCELLENCE</b>	<b>INSPIRATION</b>	<b>COURAGE</b>	<b>DETERMINATION</b>	<b>EQUALITY</b>
<b>Global Goals</b>	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality Education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals		
<b>Rights Respecting Schools Goals</b>	Children are happier and healthier	Children feel Safe	Children have better relationships	Children become active in school life and the wider world			
<b>SMSC/British Values</b>	Social Moral Spiritual Cultural Education						
	British Values Education						

	AUTUMN		SPRING		SUMMER	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Charity events</li> <li>• Community events</li> </ul>	Halloween	Christmas				
<b>World Events - Optional Focus</b>	World Dance Day  16/09 International Day for the preservation of the OZone layer  21/09 International Day of Peace  29/09 Navaratri / Dassehra (Hindu Holiday)  30/09 Rosh Hashanah (Jewish New Year)  23-27 / 9 Bike to school week  01/10 Vegetarian Day  01/10 National Poetry Day	01/11 World Vegan Day  01/11 National Authors Day  03/11 National Sandwich Day  05/11 Guy Fawkes Night  08/11 Remembrance Sunday  10/11 Interfaith Week  Anti Bullying Week 11-18 / 11  13/11 World Kindness Day  21-27/11 Road Safety Week  30/11 Saint Andrews	6/1 Epiphany Day  20/1 Martin Luther King Day  27 /1 Holocaust Memorial Day  11/2 International Day of Women  11/2 Safer Internet Day  12/2 Chinese New Year - Year of the Ox  u14/2 Valentines Day  17/2 Random Acts of Kindness Day  25/2 Fair Trade Fortnight	01/3 St David's Day  05/3 Shrove Tuesday  06/3 British Science week  06/3 Ash Wednesday  08/3 International Women's Day  09/3 Holi Hindu Festival  10/3 Purim (Jewish holiday)  14/03 Mother's Day  17/03 Saint Patrick's Day	23/4 Saint George's Day	

	01/10 ADHD awareness month  27/10 Diwali	Day  02/12 International Day for the abolition of slavery  08/12 Bodhi Day (Buddhist)  10/12 Human Rights Day / Animal Rights Day	26/2 Lent (Christian)			
<b>Charity Events</b>						
<b>FOL Events</b>	<b>Disco</b>		<b>Disco</b>			<b>Summer Fair</b>
<b>Class trip</b>						
<b>TOPIC</b> <b>Big Question</b>	Amazing Animals Where can you find amazing animals?	Marvellous Maasai What is life like in Kenya?	Fire Fire How has London changed since the fire of London?	Man on the moon Why do people go into space?	Myths and legends What are myths?	Treasure island What would it be like to travel to a secret island?
<b>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</b>	How people and other living things have different needs; about the responsibilities of caring for them  Things they can do to help the environment - Make something using recycled products	People make different choices about how to save and spend money  The difference between needs and wants; that sometimes people may not always be able to have the things they want  Different jobs that	Identify the people who love and care for me and what they can do to help me feel cared for.  Different types of families, including those that may be different to our own.  Know it is important	Know that sometimes people behave differently online, including by pretending to be someone they are not  Knowing there are situations when I should ask for permission, and	How physical activity helps us stay healthy; ways to be physically active every day Why sleep is important and different ways to relax  Medicines (including	Recognise ways in which we are all unique How to manage when finding things difficult Growing and changing from young to old and how people's needs change over time Preparing to move

	<p>The different roles and responsibilities people have in their community</p> <p>How the internet and digital services can be used safely to find things out and to communicate with others Not all information seen online is true</p>	<p>people know or people who work in the community do</p> <p>Some of the strengths and interests someone might need to do different jobs.</p>	<p>to tell someone (such as their teacher) if something about my family makes me unhappy or worried.</p> <p>Simple strategies to resolve arguments between friends positively.</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>How or why people say hurtful things online Knowing that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>	<p>also when permission should be sought Basic techniques for resisting pressure to do something they don't want to do, which may make them unsafe.</p> <p>How to treat myself and others with respect; how to be polite and courteous How to talk about and share my opinions on things that matter to me</p>	<p>Vaccinations and Immunisations and those that support allergic reactions) can help people to stay healthy Different ways to learn and play; recognising the importance of knowing when to take a break from time online or watching TV People who help us to keep healthy</p> <p>How feelings can affect people's bodies and how they behave Recognise how not everyone feels the same, or feels the same about the same things Different things we can do to manage big feelings, to help calm ourselves down, and/or change our mood when we don't feel good</p>	<p>to a new class/year group</p> <p>Rules and age restrictions that keep us safe Recognise risk in simple everyday situations and what action to take to minimise harm Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
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	<b>AUTUMN - 7 Full school weeks 2 days / 7 weeks</b>	<b>SPRING - 6 weeks / 5 weeks</b>	<b>SUMMER - 7 weeks / 7 weeks</b>			
<b>ENGLISH</b>	<p><b>Meerkat mail</b> Letter writing Recount Instructions</p>	<p><b>Lila and the secret of rain</b> Story writing Letter writing Diary entries List poems</p>	<p><b>The great fire of London</b> Letter writing Diary entries Recount - newspaper reports</p>	<p><b>Man on the moon</b> Diary entries Letter writing Non chronological reports</p>	<p><b>Myths and legends</b> St George and the dragon</p>	<p><b>Treasure island</b> Stories Letter writing Recounts</p>

<b>MATHEMATICS</b>	Securing fluency to 20. place value and counting in 10s ordering and comparing numbers, estimation, mental addition and subtraction	adding and subtracting one and 2 digit numbers finding part or whole unknown Money comparison measures	statistics written addition and subtraction problem solving time double and halving	Multiplication Division problem solving	Fractions time problem solving	multiplication and division Shape mental calculation review.
<b>SCIENCE</b>	<b>Scientist:</b> Jane Goodall  Habitats: Living and non-living, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically	<b>Scientist:</b> Dr Eugenie Clark  Habitats: Living and non-living, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically	<b>Scientist:</b> Charles Macintosh  Uses of Everyday Materials Working scientifically Scientist: someone who recycles-plastics in ocean	<b>Scientist:</b> John McAdam  Uses of Everyday Materials Working scientifically Scientist: someone who recycles-plastics in ocean	<b>Scientist:</b> Jane Colden  Growing Plants Working scientifically	<b>Scientist:</b> David Attenborough  Growth and Survival Working scientifically Scientist: Sports scientist.
<b>COMPUTING</b>	Coding	Online Safety Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music Presenting Ideas

	AUTUMN		SPRING		SUMMER	
<b>HISTORY</b>	<p><b><u>Timelines</u></b> Study the lives of significant individuals in the past who have contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past.</p>	<p><b><u>Bonfire Night</u></b> <b><u>Remembrance Day</u></b> <b><u>Christmas in the past.</u></b></p> <p>Use a variety of sources and understand different ways to find out about the past</p>	<p><b><u>Fire of London</u></b></p> <p>Understand events beyond living memory that are significant nationally Accurately order events.</p>	<p><b><u>The Space Race</u></b> <b><u>Timelines revisited</u></b></p> <p>Compare ideas from different time periods, e.g. the past and now</p>	<p><b><u>Local History</u></b> Study the lives of significant individuals in the past who have contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past.</p>	<p><b><u>Pirates</u></b> Use a variety of sources and understand different ways to find out about the past</p>
<b>GEOGRAPHY</b>	<p><b><u>Where in the World are we?</u></b></p> <p>Name and locate the world's seven continents and five oceans</p>	<p><b><u>Kenya</u></b></p> <p>Study the human and physical geography of a small area in a contrasting non-European country</p>	<p><b><u>London through the ages.</u></b></p> <p>Can refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p><b><u>The globe</u></b></p> <p>Locates hot and cold areas of the world in relation to the Equator and the North and South Poles. Uses more basic geographical vocabulary to refer to key physical features and human features.</p>	<p><b><u>Our environment</u></b></p> <p>Can refer to key physical features including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p>	<p><b><u>Secret Islands</u></b></p> <p>Can refer to key physical features including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p>
<b>ART and DESIGN</b>	Painting techniques	Mask making	<b><u>Fire of London pictures</u></b>	Space pictures	Drawing faces and places.	Treasure maps in a shoe box

<b>DESIGN and TECHNOLOGY</b>	<b>The lighthouse keepers lunch -</b> Healthy sandwich	<b>The lighthouse keepers lunch -</b> Use software to design. Bird proof lunch box		<b>Make a rocket- Mechanics, Create products using winding mechanisms</b>		
<b>MUSIC</b>	Revision of different voices learnt in Y1 Rhythm/Beat showing the difference	Listening Recognising different groups of instruments Showing rhythm of known songs physically Writing down pulse and rhythm-	Singing solo in games Keeping the beat on instruments Singing songs at different speeds	Listening to fast and slow Using repeated rhythm to accompany songs Exploring and experimenting with sound	Notation Representing sounds with symbols Reading very simple graphic scores	Making up their own graphic scores - using pictures Trying to play them in time/accurately Performing them to the class
<b>RELIGIOUS EDUCATION</b>	Christianity - Teachings of Jesus and beliefs around Christmas.		Passover	Easter	Judaism	Rites of passage and good works
<b>FRENCH</b>	Colours	Colours	Numbers	Numbers	Songs	Songs
<b>PE</b>	Fitness and wellbeing	Basketball	Netball	Gymnastics	Team games	Sports day practice