

| Values | Inclusivity | Respect | Empathy | Determination | Aspiration | Empowerment |
|----------------------------|--|---|--|--|------------|--|
| Global Goals | 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 |
| SMSC/British Values | <p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith | | | | | |

| | AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|--|--|---|
| School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events | <p>Class Author Week: Why are we named after this author? (02/09-10/09)</p> <p>Nepal week: What can we learn about Nepal's culture? (w/b 27/09)</p> <p>No Pens Day: What strategies can we use to learn if we don't use pens in school? (20/10)</p> <p>Black History Month: Why is it important to learn about black History? (October)</p> | <p>Anti-Bullying Week: What little acts of kindness can we do to prevent bullying and racism at our school? Odd sock day 15/11/21 (15/11-19/11)</p> <p>STEAM week: How do we look after our oceans? (22-26/11)</p> <p>Enterprise Day: How can we be creative to raise money for our school at Christmas? (10/12)</p> <p>Reindeer Day: What features would we need to include to write a bestseller at Christmas? (December)</p> | <p>Take one Book: (wb 06/01) Flotsam by David Wiesner</p> <p>Mental Health Week: Why is Mental Health important? (wb 31/01)</p> <p>Internet Safety Week: How can I keep myself safe online? (wb 07/02)</p> | <p>Shrove Tuesday: Why do we make pancakes on Shrove Tuesday? (01/03)</p> <p>World Book Day: How have books changed the world? (03/03)</p> <p>STEAM week: Can we live on Mars? (Wb 14/03)</p> | <p>Healthy Living & Walk to School Week: How do we stay healthy? (23/5)</p> <p>Queen's Jubilee Party: Why is the Queen an important person? (Platinum Jubilee 27/05)</p> | <p>STEAM week: Earth-How can we explore the world around us?</p> <p>Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p>Careers Month June: What is my dream job?</p> <p>Commonwealth Games/Cultural Fair: What is the Commonwealth? (wb 4th July)</p> |
| Charity Events | | <p>Poppy Appeal 8-12/11/21</p> <p>Children in Need 12/11/21</p> <p>Christmas Jumper Day (17/12)</p> | | Sports Relief 18/03/22 | | Local foodbank fundraiser |
| FOL Events | <p>Disco (15/10)</p> <p>Non uniform day (21/10)</p> | <p>Enterprise Day (10/12)</p> <p>Refreshments at Nativities (Dec)</p> | | Disco (25/02) | | Summer Fair (01/07) |

| | | | | | | |
|--|--|---|--|--|---|---|
| Pupil Parliament | Cabinet vote (KS2) - (10/9/21) Reestablishment session (24/9/21) 11am | Focus session (19/11/21) | Focus session (4/2/22) | | Focus session (24/06) | |
| Class trip | ZSL trip | | Church Visit | | Monfichet castle | |
| TOPIC Big Question | Poles apart Why do different animals live in different places? | | Fire Fire How has London changed since the Great Fire of London? | | Kings and Queens Are Kings and Queens important? | |
| Global Goals | 3. Good health and well-being | 3. Good health and well-being 14. Life below water | 3. Good health and well-being 12. Responsible consumption and production 14. Life below water | 3. Good health and well-being 13. Climate action | 3. Good health and well-being 6. Clean water & sanitation | 3. Good health and well-being 6. Clean water & sanitation 15. Life on land |
| Diversity Awareness | Nepal week Black History Month | Anti Bullying week Children in Need | Different types of families | Different astronauts | | Commonwealth |
| PERSONAL, SOCIAL, HEALTH and ECONOMIC education | 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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Different ways to learn and play; recognising the importance of knowing when to take a break from time online or watching TV</p> <p>People who help us to keep healthy</p> <p>How feelings can affect people's bodies and how they behave</p> <p>Recognise how not everyone feels the same, or feels the same about the same things</p> <p>Different things we can do to manage big feelings, to help calm ourselves down, and/or change our mood when we don't feel</p> | <p>to a new class/year group</p> <p>Rules and age restrictions that keep us safe</p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>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> |
|--|---|---|---|--|--|---|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | <p>good Recognise when I need help with my feelings; know it's important to ask for help with feelings and how to ask for that help Change and Loss (including death) - identify feelings associated with this; to recognise what helps people feel better</p> | |
|--|--|--|--|--|--|--|

| | AUTUMN | | SPRING | | SUMMER | |
|----------------|---|--|---|--|---|---|
| ENGLISH | <p>Week 1 - Class author week Nepal week- Meerkat mail- Letter writing Recount Instructions</p> <p>Black history month- biographies, information poster</p> | <p>Lila and the secret of rain Story writing Letter writing Diary entries List poems</p> <p>Christmas production, poems, play scripts</p> | <ul style="list-style-type: none"> - Take one book- flotsam - The great fire of London - Letter writing - Diary entries - Recount - newspaper reports | <p>Man on the moon Diary entries Letter writing Non chronological reports</p> | <p>Myths and legends St George and the dragon</p> | <p>Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p>Country profile</p> <p>Treasure island Stories</p> |

| | | | | | | |
|--------------------|--|--|---|---|---|---|
| | | | | | | Letter writing Recounts |
| MATHEMATICS | 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. |
| SCIENCE | Scientist: Jane Goodall Habitats: Living and non-living, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically | Scientist: Dr Eugenie Clark Habitats: Living and non-living, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically | Scientist: Charles Macintosh Uses of Everyday Materials Working scientifically Scientist: someone who recycles- plastics in ocean | Scientist: John McAdam Uses of Everyday Materials Working scientifically Scientist: someone who recycles- plastics in ocean | Scientist: Jane Colden Growing Plants Working scientifically | Scientist: David Attenborough Growth and Survival Working scientifically Scientist: Sports scientist. |
| COMPUTING | Coding | Online Safety Spreadsheets | Questioning | Effective Searching | Creating Pictures | Making Music Presenting Ideas |

| | AUTUMN | SPRING | SUMMER |
|----------------|---|---|---|
| HISTORY | <u>Timelines</u> Study the lives of significant individuals in the past who have contributed to national and | <u>Fire of London</u> Understand events beyond living memory | <u>Local History</u> Study the lives of significant individuals in the past who have |

| | | | | | | |
|------------------------------|--|---|---|--|--|---|
| | international achievements. Use a variety of sources and understand different ways to find out about the past. <u>Bonfire Night</u> <u>Remembrance Day</u> <u>Christmas in the past.</u> Use a variety of sources and understand different ways to find out about the past | that are significant nationally Accurately order events. <u>The Space Race</u> <u>Timelines revisited</u> Compare ideas from different time periods, e.g. the past and now | contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past. <u>Pirates</u> Use a variety of sources and understand different ways to find out about the past | | | |
| GEOGRAPHY | <u>Where in the World are we?</u> Name and locate the world's seven continents and five oceans Locate UK <u>Kenya</u> Study the human and physical geography of a small area in a contrasting non-European country | <u>London through the ages.</u> Can refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop <u>The globe</u> 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. | <u>Our environment</u> Can refer to key physical features including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather <u>Secret Islands</u> Can refer to key physical features including: beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather | | | |
| ART and DESIGN | Painting techniques | Mask making | <u>Fire of London pictures</u> | Space pictures | Drawing faces and places. | Treasure maps in a shoe box |
| DESIGN and TECHNOLOGY | Food | | Mechanisms | | Textiles | |
| MUSIC | Revision of different voices learnt in Y1 Rhythm/Beat showing the difference | Listening Recognising different groups of instruments Showing rhythm of known songs physically | 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 | Notation Representing sounds with symbols | Making up their own graphic scores - using pictures |

| | | | | | | |
|----------------------------|--|--------------------------------|---|--|---|--|
| | | Writing down pulse and rhythm- | | Exploring and experimenting with sound | Reading very simple graphic scores | Trying to play them in time/accurately Performing them to the class |
| RELIGIOUS EDUCATION | Christianity - Teachings of Jesus and beliefs around Christmas. | | - Passover | Easter | - Judaism | Rites of passage and good works |
| PE | Topic – Football/Tag Rugby | Topic – Netball/Basketball | Topic – Gymnastics/Dance combined (jumping/landing, creative animal movement and balancing) | Topic – Gymnastics/Dance combined (climbing, creative movement/simple sequencing and balancing) | Topic – Athletics/Sports Day Practice (running, jumping and throwing) | Topic – Summer Games |