

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 	Class Author Week: Why are we named after this author? (02/09-10/09) Nepal week: What can we learn about Nepal's culture? (w/b 27/09) No Pens Day: What strategies can we use to learn if we don't use pens in school? (20/10) Black History Month: Why is it important to learn about black History? (October)	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) STEAM week: How do we look after our oceans? (22-26/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (10/12) Reindeer Day:What features would we need to include to write a bestseller at Christmas? (December)	Take one Book: (wb 06/01) Flotsam by David Wiesner Mental Health Week: Why is Mental Health important? (wb 31/01) Internet Safety Week: How can I keep myself safe online? (wb 07/02)	Shrove Tuesday: Why do we make pancakes on Shrove Tuesday? (01/03) World Book Day: How have books changed the world? (03/03) STEAM week: Can we live on Mars? (Wb 14/03)	Healthy Living & Walk to School Week: How do we stay healthy? (23/5) Queen's Jubilee Party: Why is the Queen an important person? (Platinum Jubilee 27/05)	STEAM week: Earth-How can we explore the world around us? Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne Careers Month June: What is my dream job? Commonwealth Games/Cultural Fair:What is the Commonwealth? (wb 4th July)
Charity Events		Poppy Appeal 8-12/11/21 Children in Need 12/11/21 Christmas Jumper Day (17/12)		Sports Relief 18/03/22		Local foodbank fundraiser
FOL Events	Disco (15/10) Non uniform day (21/10)	Enterprise Day (10/12) Refreshments at Nativities (Dec)		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		Celtic Harmony			Mr Egypt (visitor)	
TOPIC	Stones and Bones	Extraordinary Earth	Twisted tales		Egyptians	
Big Question	What skills did Stone Age children learn from their elders?	What is life like living in the rainforest?	What would happen if we changed traditional tales?		Why were children so important in Ancient Egypt? What can we learn from the pyramids?	
Global Goals	3, 5, 10, 16	3,10, 15	3	3	3, 10, 15	3, 10
Diversity Awareness	Nepal week Black History Month	Anti Bullying week Children in Need				Commonwealth
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	<u>Living in the Wider world</u> To appreciate the range of religions and ethnic identities To know what democracy is To know why and how rules and laws are made and enforced. To know that universal rights are there to protect everyone. To research, discuss and debate topical issues, problems and events. To learn about the role money plays in their own and others' lives, To develop an initial understanding on 'interest', 'loan', 'debt' and 'tax'	<u>Relationships</u> To learn about change, including transitions (between schools), loss, separation and bereavement. To know that their actions affect themselves and others. To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others. To celebrate their achievements, identify their strengths, areas for improvement To understand that pressure to behave in an unacceptable, can come from a variety of sources, To face new challenges positively.			<u>Health and Wellbeing</u> I can choose what happens to my body and how to say no. To learn how to keep your body healthy. To learn what positively and negatively affects physical, mental and emotional health. To know how to take medicine safely To know how to make better choices and choose healthy habits. To identify achievements and suggest how my actions can help me achieve. To recognise and challenge stereotypes. To discuss what job I might like to do when I grow up and what skills I will need to achieve this.	

	AUTUMN	SPRING	SUMMER			
ENGLISH	<p><u>How to Wash a Woolly Mammoth - Michelle Robinson</u> -Instruction writing</p> <p><u>Stone Age Boy</u> -Adventure Story -Postcard</p> <p><u>Story blurbs below:</u> <u>Stone Age Boy</u> <u>By Satoshi Kitamura</u> Explore the Stone Age with this accomplished story of a boy who falls through a hole in his dull, gray environment and somehow emerges into a grassy, wild world.</p>	<p><u>The Great Kapok Tree</u> -Fable writing to convey a story / moral (Aesop's Fables) -Persuasive letter -Fact file on the RF animals</p> <p><u>Exotic Animal Encounter</u> Animal Fact files.</p> <p><u>Christmas Story Writing</u> -Christmas newspaper report -Christmas poem</p> <p><u>Story blurbs below:</u> <u>The Great Kapok Tree</u> <u>By Lynne Cherry</u> Subtitled 'A Tale of the Amazon Rainforest' this picture book expresses clearly by means of vibrant illustrations and a patterned and poetic story, the importance of humans preserving the rainforests and the ecosystems within it for the sake of all who live on this planet. A man is ordered to cut down a great Kapok tree. He begins the task and when he tires,</p>	<p>Take one Book: (wb 06/01) <u>Flotsam</u> by David Wiesner - Post cards -Dairy Entry -Fact File</p> <p><u>True Story of the Big Bad Wolf (2 weeks)</u> -Twisted Tale narrative</p> <p><u>Theatre twisted tale (2 weeks)</u> -Letter</p>	<p>World Book Day: How have books changed the world? (03/03) -</p>	<p><u>The life cycle of our gardens (2 weeks)</u> - Instruction writing on planting seeds (link to Science)</p> <p><u>Wangari Trees of Peace (4 weeks)</u> -Diary</p> <p><u>The Wangari's trees of peace by Jeanette Winteer</u> As a young girl growing up in Kenya, Wangari was surrounded by trees. But years later when she returns home, she is shocked to see whole forests being cut down, and she knows that soon all the trees will be destroyed. So Wangari decides to do something - and starts by planting nine seedlings in her own backyard. And as they grow, so do her plans...</p>	<p>Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p><u>The Egyptian Cinderella</u> -Diary -Character description -Setting description -interview - newspaper report</p> <p><u>The egyptian Cinderella by Shirley Climo</u> This Egyptian spin on the classic Cinderella tale was initially recorded in the first century by a Roman historian and is retold here by folklorist Shirley Climo.</p> <p>Poor Rhodopis! She has nothing—no mother or father, and no friends. She is a slave, from the far-off country of Greece. Only the beautiful rose-red slippers her master gives her can make Rhodopis smile.</p> <p>So when a falcon swoops down and</p>

		<p>falls asleep at its foot. Successive animals, birds, insects and finally a child of the Yanomamo tribe all whisper in his ear cogent reasons for why he should not continue. When he awakes, will they have influenced him and what choice will he make? The book begins and ends with a map showing whereabouts in the world there are tropical rainforests and a diagram demonstrating the layers of such a forest.</p> <p>Reindeer Day: What features would we need to include to write a bestseller at Christmas? (December)</p>				<p>snatches one of the slippers away, Rhodopis is heartbroken. For how is she to know that the slipper will land in the lap of the great Pharaoh himself And who would ever guess that the Pharaoh has promised to find the slipper's owner and make her queen of all Egypt</p>
MATHEMATICS	<p>W1 - 3 : Place Value.</p> <p>W5 - 7: Addition and Subtraction.</p>	<p>W1 Addition and Subtraction.</p> <p>W2-7: Multiplication and division</p>	<p>W1-3: Multiplication and Division</p> <p>W4-5 Statistics</p>	<p>W1: Measurement- Money</p> <p>W2-5: Measurement - length and perimeter</p> <p>W6-7 Fractions</p>	<p>W1-3 Number - Fractions</p> <p>W4-6 Measurement - time</p>	<p>W1 - 2 Geometry - Properties of shape</p> <p>W3-6 Measurement - Mass and Capacity</p>

<p>SCIENCE</p>	<p>Scientist: Mary Anning Focus: Rocks</p> <p>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -recognise that soils are made from rocks and organic matter -describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Scientist: Mark Plotkin Focus: Animals and living things</p> <p>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Scientist: Sir Isaac Newton - Forces and Magnetism</p> <p>-compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Scientist: Joseph Banks - Plants</p> <p>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Scientist: Thomas Edison - Light</p> <p>-recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by a solid object -find patterns in the way that the size of shadows change. -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by a solid object -find patterns in the way that the size of shadows change.</p>
<p>COMPUTING</p>	<p>W1-6 Coding W 7 online safety</p>	<p>W1-2 Online safety W3 - 6 spreadsheets</p>	<p>W1-4 Touch Typing W5 Email</p>	<p>W1-5 Email</p>	<p>W1-4 Branching Databases W5-7 Simulations</p>	<p>W1-3 Graphing W4-7 Presenting</p>

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HISTORY	<p><u>Stone Age to Iron Age</u> -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above. -To develop an understanding of chronology -To make connections between a historical period and present day.</p>	<p><u>Local History</u> -Develop knowledge of local history. -Use various sources of evidence to answer questions based on local history. -Research a specific event from the past linked to local history then write about it.</p>	<p><u>Egyptians</u> 1. Egyptian time-line (Dress up like a mummy super starter) Devise Q's 4. Pyramids 5. Mummification 7. How Egyptians lived (comparison to Egypt now) 8. Artefacts 11. Tutankhamun</p>
GEOGRAPHY	<p><u>How is food from the RF transported across the world?</u> <u>Where does my food come from?</u> -Distribution of natural resources- food. -Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied. -Use the four points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world -Describe and understand the key aspects of Earthquakes Describe and understand key aspects of Volcanoes</p>	<p><u>What makes Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies our land in Britain great?</u> - Study the human and physical geography of a region in Europe. -Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies.</p>	<p><u>Why was the River Nile important to the Ancient Egyptians</u> -Locate European countries (inc. Russia) using maps. Focusing on environmental regions, key physical and human features, countries and major cities. -Study the human and physical geography of a region in Europe -Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied. -River study (Nile v Danube)</p>

<p>ART and DESIGN</p>	<p>Painting <u>Rousseau Rainforest Drawings</u> -Produces creative work, exploring their ideas and recording their experiences. -Becoming proficient in drawing with pencils. -Evaluates and analyses creative works using the language of art. -Knows about great artists.</p> <p><u>Stone Age Wall Art & Stone Age Cave Paintings</u> -Produces creative work, exploring their ideas and recording their experiences. -Becoming proficient in drawing, painting, and chalk techniques. -Evaluates and analyses creative works using the language of art, craft and design.</p>		<p>Drawing</p> <ul style="list-style-type: none"> - Develop intricate patterns and marks with a variety of media. - Use different grades of pencil shade to show different tones. - Create textures and patterns with a wide range of drawing implements. - Begin to show an awareness of objects having a third dimension and perspective. - Use their sketches to produce a final piece of work. - Write an explanation of their sketch in notes. 		<p>3D Sculpture</p> <ul style="list-style-type: none"> - Use equipment and media with confidence. - Join two parts successfully. - Construct a simple base for extending and modelling other shapes. - Continue to explore carving as a form of 3D art. - Produce larger ware using pinch, slab and coil techniques. - Produce more intricate surface patterns and textures and use them when appropriate. - Use language appropriate to skill and technique. 	
<p>DESIGN and TECHNOLOGY</p>	<p>Food - Healthy and varied diet</p>		<p>Electrical systems- Simple programming and control</p>		<p>Mechanisms- levers and linkages</p>	
<p>MUSIC</p>	<p>Revision of beat and rhythm - differences Playing quavers, crotchets on Boomwackers Join in and stop as appropriate. Taking turns</p>	<p>Boomwackers Reading and playing simple tunes from a colour coded graphic score. Cooperation with others. Respond to musical cues. Show awareness of others.</p>	<p>Boomwackers Beginning to learn how pitch is written down - playing basic tunes - crotchets and quavers and their rests Following a score and working as an ensemble</p>	<p>Boomwackers Playing more difficult tunes and reading and playing pitch from a music stave. Focus on accurate rhythm playing. Rehearsal techniques</p>	<p>Boomwackers Intro to improvisation, perform with increasing sense of rhythm and pulse Suggest, follow and lead performance directions</p>	<p>Prepare for performance to parents/school. Refine and play with increasing accuracy and confidence Playing different lines/parts in an ensemble</p>
<p>RELIGIOUS EDUCATION</p>	<p>Hinduism- Exploring Diwali Sikhism- The importance of the khalsa</p>		<p>Christianity - Could Jesus heal people? Were these miracles or is there some other explanation? What is 'good' about Good Friday?</p>		<p>Hinduism - How can Brahman be everywhere and in everything? Would visiting the River Ganges feel special to a non-Hindu? Sikhism - Do Sikhs think it is important to Share? What is the best way for a Sikh to show commitment to God?</p>	
<p>FRENCH</p>	<p>Numbers 1-20 / Colours</p>	<p>Songs around Christmas</p>	<p>Presenting myself / Families</p>	<p>Days / month</p>	<p>Clothes/Food</p>	<p>Recap</p>

PE	Topic – Netball/Basketball	Topic – Football/Tag Rugby	Topic – Gymnastics (jumping/landing, climbing, creative movement and a variety of balancing)	Topic – Teachers Choice	Topic – Athletics/Sports Day Practice (running, jumping and throwing)	Topic – Rounders/Cricket
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