



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/>					

British Values Education

- 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? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p> <p>'Just Talk' week - Oracy (wb 17/10/22)</p> <p>Black History Month: How can we learn about our school values through Black history? (October)</p>	<p>Anti-Bullying Week: Reach out Odd sock day 14/11/22 (14/11-18/11)</p> <p>STEAM week: Science -How fast can it go? The Leys Land Speed Record (wb 21/11-25/11)</p> <p>Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12)</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p> <p>Internet Safety Week: How can I keep myself safe online? (wb 06/02-10/02)</p> <p>Computing Months Jan/Feb: How can we solve problems with Coding?</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p> <p>Easter Poetry - wb 20/3 (world poetry day- 21/03)</p>	<p>KS2 SATs 8-11/5/23</p> <p>International week (15/5): A week in ...?</p> <p>Healthy Living & Walk to School Week: How do we stay healthy? (22/5)</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Careers Month June: What is my dream job?</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Charity Events	Local food bank Harvest	<p>Poppy Appeal 7-11/11/22</p> <p>Children in Need 18/11/22</p> <p>Christmas Jumper Day (16/12)</p>		Sports Relief TBC		

FOL Events	Disco (14/10) Non uniform day (21/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec)		Disco (24/02)		Summer Fair (16/06)
Pupil Parliament	Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am		Focus session (20/1/23)		Focus session (21/4/23)	
Class trip	ZSL trip			Church Visit		
TOPIC	Poles apart		Fire Fire		Treasure Island	
Big Question	Why do different animals live in different places?		How has London changed since the Great Fire of London?		How do pirates find their treasure?	
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	Black History Month	Anti Bullying week Children in Need				
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>
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					<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>	
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	AUTUMN		SPRING		SUMMER	
ENGLISH	Week 1 - Class author week Meerkat mail- Letter writing Recount Black history month- biographies, information poster	Lila and the secret of rain Letter writing Diary entries One Christmas Wish-List poems Christmas production, poems, play scripts	<ul style="list-style-type: none"> - Take one book- Dick Whittington - The great fire of London - Recount - newspaper reports 	Man on the moon Diary entries Non chronological reports Easter Poetry	Myths and legends St George and the dragon Story Writing	Treasure island Stories 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 nonliving, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically	Scientist: Dr Eugenie Clark Habitats: Living and nonliving, 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: Jane Colden Growing Plants Working scientifically	Scientist: David Attenborough Animals including humans. Growth and Survival Working scientifically
COMPUTING	Coding	Online Safety Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music Presenting Ideas

	AUTUMN	SPRING	SUMMER
HISTORY	Timelines 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. Bonfire Night	Fire of London Understand events beyond living memory that are significant nationally Accurately order events.	Pirates Use a variety of sources and understand different ways to find out about the past

	<p><u>Remembrance Day</u> <u>Christmas in the past.</u></p> <p>Use a variety of sources and understand different ways to find out about the past</p>				
GEOGRAPHY	<p><u>Where in the World are we?</u> Name and locate the world's seven continents and five oceans Locate UK</p> <p><u>Kenya</u></p> <p>Study the human and physical geography of a small area in a contrasting non-European country</p>		<p><u>London through the ages.</u></p> <p>Can refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop</p>		<p><u>Our environment</u></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><u>The globe</u></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>
ART and DESIGN	Painting techniques	Mask making	Fire of London pictures	Space pictures	Drawing faces and places. Treasure maps in a shoe box
DESIGN and TECHNOLOGY	<p>Food technology Designing- Design an appealing products for a particular user based on a simple design criteria.- Generate initial ideas and design criteria through investigating a variety of fruits and vegetables.-Communicate these ideas through talk, rating and drawing Making- Use simple utensils to peel, cut, slice, squeeze and chop safely. - Select from a range of fruits and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating- Taste and evaluate a range of fruits and vegetables to determine the intended user's</p>		<p>Mechanisms Designing- Generate initial ideas and simple design criteria through talking and using your own experiences- Develop and communicate ideas through drawing and mock ups. Making- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing Evaluating- Explore and evaluate a range of products with wheels and axles-evaluate their own ideas throughout their products against</p>		<p>Textiles</p> <p>Designing- Design a functional and appealing product for a user and purpose based on a simple design criteria. -Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock ups and computing technology. Making- Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and</p>

	<p>preferences.- Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge-Understand where a range of fruits and vegetables come from e.g. farmed or grown at home and give examples of each.-Understand and use The Eatwell guide to design a snack</p>		<p>original criteria Technical knowledge- Explore and use wheels, axles and axle holders-Distinguish between fixed and freely moving axles</p>		<p>finishing. - Select from and use textiles according to their characteristics. Evaluating- Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Evaluate their ideas throughout and their final products against their original design criteria. Technical knowledge- Understand how a simple 3D textile products are made using templates, using a template to create two identical shapes. -Understand how to join fabrics using different techniques e.g running stitches, glue or stapling. - Explore different finishing techniques e.g. painting, fabric crayons, stitching buttons and ribbons</p>	
MUSIC	<p>Revision of different voices learnt in Y1 Rhythm/Beat showing the difference</p>	<p>Listening Recognising different groups of instruments Showing rhythm of known songs physically Writing down pulse and rhythm-</p>	<p>Singing solo in games Keeping the beat on instruments Singing songs at different speeds</p>	<p>Listening to fast and slow Using repeated rhythm to accompany songs Exploring and experimenting with sound</p>	<p>Notation Representing sounds with symbols Reading very simple graphic scores</p>	<p>Making up their own graphic scores - using pictures Trying to play them in time/accurately Performing them to the class</p>
RELIGIOUS EDUCATION	<p>Christianity - Teachings of Jesus and beliefs around Christmas.</p>		<p>- Passover</p>	<p>Easter</p>	<p>- Judaism</p>	<p>Rites of passage and good works</p>
PE	<p>Fundamental Skills 2 & Invasion Game Skills 3</p>	<p>Fundamental Skills 3 & Target Game 3</p>	<p>Gymnastics - Pathways, Straight, Zigzag & Curving & Gymnastics - Stretching, Curling & Arching</p>	<p>Dance - Fire Of London & Yoga</p>	<p>Athletics 2 & Net & Wall Game Skills 2</p>	<p>Create own unit - Summer Games & Striking & Field Game Skills 2</p>

