

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		St Nicholas Church visit		Pizza Hut/Pizza express?		Play Scheme/Beach?
TOPIC	Terrific Transport and Travel		Food Glorious Food		Beside the seaside	
Big Question	Where are we going and how will we get there?		Where does our food come from?		Why is it important to look after our seashores?	
Global Goals			1. No poverty 2. Zero hunger 3. Good health and well-being		3. Good health and well-being 13. Climate action 14. Life below water 15. Life on land	
Diversity Awareness	Nepal week Black History Month	Anti Bullying week Children in Need Diwali Christmas	Chinese new Year	Ramadan Easter		Commonwealth
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	<p>Early Years Curriculum Self- confidence and self awareness - ELG Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They</p>		<p>Relationships To communicate their feelings to others, to recognise how others show feelings and how to respond. To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>		<p>Health and Wellbeing What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. About change and loss and the associated</p>	

	<p>adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</p>	<p>To offer constructive support and feedback to others. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>feelings (including moving home, losing toys, pets). The importance of, and how to, maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. About growing and changing and new opportunities and responsibilities that increasing independence may bring. That household products, including medicines, can be harmful if not used properly. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p>
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ENGLISH	<p>Early Years Curriculum Writing - ELG Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt</p>	<p>Narrative: Stories with predictable phrasing. Write simple sentences using patterned language, words and phrases taken from familiar stories Non-Fiction: List, labels, captions and</p>	<p>Narrative: Traditional Tales. Write a re-telling of a traditional story. Non-Fiction: Explanation report. A simple non-chronological report with a series of sentences to describe aspects of the subject. Draw pictures to illustrate a simple</p>

	correctly and others are phonetically plausible.	<p>instructions. Write list, labels and captions for class display. Write up the instructions for a simple recipe.</p> <p>Poetry: Vocabulary building. Recite familiar poems by heart.</p>	process and prepare several sentences to support the explanation Poetry: Poetry appreciation. Personal responses to poetry.
MATHEMATICS	<p>Early Years Curriculum Numbers - ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Early Years Curriculum Space, Shape and Measure - ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)</p>	<p>Consolidation Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume Consolidation</p>
SCIENCE	<p>Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say what parts of the body is associated with each sense.</p>

	Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day lengths varies.					
COMPUTING	Log on chrome book Use age appropriate applications Online safety	Log on chrome book Use age appropriate applications Online safety	Exploring Purple Mash Grouping and sorting Pictograms	Lego Builders Maze Explorers Animated Story Books	Coding	Spreadsheets Technology outside

	AUTUMN	SPRING	SUMMER
HISTORY	Early Years Curriculum People and Communities - ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Food Glorious Food Identify significant historical events, people and places in their own locality. Compare ideas from different time periods. Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.	Beside the seaside Understand changes in living memory. Accurately order events. Compare ideas from different time periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time. Ask and answer questions related to an area of study.
GEOGRAPHY	Following EYFS curriculum The World - ELG Children know about similarities and differences in relations to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Food Glorious Food Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1. Use aerial photographs and plan perspectives to recognise landmarks.	Beside the seaside Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as

			<p>countries, continents and oceans studied in KS1.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>
ART and DESIGN	<p>Following EYFS curriculum Exploring and using media and materials - ELG</p> <p>Exploring and using media and materials - Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative - ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Food Glorious Food Themed Art Work</p> <p>Recognise that ideas can be expressed in artwork. Use materials that are presented. Use materials purposefully to achieve particular characteristics and qualities.</p>	<p>Seaside Art Themed Work (Colour Chaos)</p> <p>Choose, use and mix own colours to create quality artwork that shows progression in skills. Explore the life and work of six key abstract artists. Work primarily in paint, to create pieces in a range of abstract styles.</p>
DESIGN and TECHNOLOGY	<p>Following EYFS curriculum Exploring and using media and materials - ELG</p> <p>Exploring and using media and materials - Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative - ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and</p>	<p>Food Technology - Fabulous Fruit Salad</p> <p>What does a healthy meal look like?</p> <p>Design: To use their own experience when developing ideas To be able to explain their ideas clearly. To use resources given to collect ideas.</p> <p>Make: Use a simple step by step recipe (no cooking required). Combine ingredients carefully using what they have learnt about simple food safety.</p> <p>Evaluate:</p>	<p>Structures - Wacky Windmills</p> <p>What do we need to make a strong base?</p> <p>Design: To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate ideas through talking, and drawing.</p> <p>Make: To follow their design. To use resources carefully. To create a structure accurately.</p>

	technology, art, music, dance, role play and stories.		Evaluate by trying products and saying likes and dislikes. Evaluate the end product relating back to their original design. Think of a simple way they would improve it next time. Technical Knowledge: Begin to understand where food comes from. To be able to understand how to use basic cutting equipment safely.		Evaluate: Explore and evaluate a range of existing products. Evaluate by what went well. Evaluate the end product relating back to their original design. Think of a simple way they would improve it next time. Technical Knowledge: To be able to understand how to use basic equipment safely. To understand what a structure is. To know different types of structures.	
MUSIC	Finding the singing voice Sirening, exploring different vocal sounds Keeping a beat - lots of games to practise this Exploring different non pitched percussion instruments Loud and quiet Vocab - forte and piano	Composing as a class - Halloween? Pitch High/Low Listening and recognising pitch changes Introduction to pitched percussion Playing with correct technique Playing very basic tune by ear in time with a song Taking turns Christmas songs	Duration Long/Short notes Moving to the beat Learning about phrases in songs Showing understanding of phrase with physical movement Lots of singing games Exploring how to make long and short sounds on percussion instruments Dynamics Exploring how to make loud and quiet sounds	Timbre Grouping the instruments according to how we play them, using correct technique Tempo Listening to fast and slow Discussing these and the different effects they have Reading very basic graphic scores, reading 1 line individually and then 2 lines with a partner Performing to the class Listening to each other	Introduction to rhythm using words and picture cards One syllable or two? One sound or two? (preparing for understanding of crotchet and quavers) Class composition with picture cards. Aural work - can they echo rhythms? can they recognise short rhythms and "notate" them with the picture cards?	Listening Peter and the Wolf or similar Introduction to some orchestral instruments How do they sound? What do they look like? Revision of this year's work in music singing games
RELIGIOUS EDUCATION	Following EYFS curriculum Harvest Festival Diwali Christmas story		Creation Story Christianity Chinese New Year	Easter Christianity	Shabbat Judaism	Rosh Hashanah Judaism

<p>PE</p>	<p>Core Physical Skills (coordination, balance, agility, flexibility, strength, speed and stamina) Daily Mile</p>	<p>Ball Skills (throw, bounce, roll and catch) Explore a variety of different sport balls</p>	<p>Gymnastics/Dance combined (jumping/landing, creative animal movement and balancing)</p>	<p>Gymnastics/Dance combined (climbing, creative movement/simply sequencing and balancing)</p>	<p>Athletics/Sports Day Practice (running, jumping and throwing)</p>	<p>Summer Games</p>
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