



Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
<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>SMSC/British Values</b>	<p><b>Social Moral Spiritual Cultural Education</b></p> <p><b>Spiritual</b> - 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><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - 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><b>Cultural</b> - 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"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>
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	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>	<p><b>Class Author Week:</b> Why are we named after this author? (05/09-16/09)</p> <p><b>National Poetry Day</b> 6/10/22</p> <p>'Just Talk' week - Oracy (wb 17/10/22)</p> <p><b>Black History Month:</b> How can we learn about our school values through Black history? (October)</p>	<p><b>Anti-Bullying Week:</b> Reach out Odd sock day 14/11/22 (14/11-18/11)</p> <p><b>STEAM week: Science</b> -How fast can it go? <b>The Leys Land Speed Record</b></p> <p><b>Enterprise Day:</b> How can we be creative to raise money for our school at Christmas? (1/12)</p> <p><b>Take One Book - One Christmas Wish-</b> <b>Katherine Rundell</b> (December)</p>	<p><b>Take one Book: Dick Whittington-</b> (wb 09/01-20/1) Pantomime Y1-4 (9th)</p> <p><b>Internet Safety Week:</b> How can I keep myself safe online? (wb 06/02-13/02)</p> <p><b>Computing Months</b> Jan/Feb: How can we solve problems with Coding?</p>	<p><b>World Book Day:</b> <b>How have books changed the world?</b> (02/03)</p> <p><b>STEAM week:</b> How high can you go? (Wb 14/03)</p> <p><b>Easter Poetry - wb</b> 20/3 (world poetry day- 21/03)</p>	<p><b>KS2 SATs</b> 8-11/5/23</p> <p><b>International week</b> (16/5): A week in ...?</p> <p><b>Healthy Living &amp; Walk to School Week:</b> How do we stay healthy? (23/5)</p>	<p><b>STEAM week:</b> How long can it float? (Wb: 26/06 - 30/6)</p> <p><b>Careers Month</b> <b>June: What is my dream job?</b></p> <p><b>Climate change week:</b> including data from weather station project (wb:03/07 - 07/07)</p>
<b>Charity Events</b>	<p>Local food bank Harvest</p>	<p><b>Poppy Appeal</b> 7-11/11/22 <b>Children in Need</b> 18/11/22 <b>Christmas Jumper Day</b> (16/12)</p>		<p><b>Sports Relief</b> 18/03/22</p>		

<b>FOL Events</b>	Disco (14/10) Non uniform day (21/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec)		Disco (24/02)		Summer Fair (16/06)
<b>Pupil Parliament</b>	Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am		Focus session (20/1/23)		Focus session (21/4/23)	
<b>Class trip</b>	Celtic Harmony				Mr Egypt	
<b>TOPIC</b> <b>Big Question</b>	<b>Stones and Bones</b> What changes occurred between the Stone Age and Iron Age?		<b>Extraordinary Earth</b> How do we live with natural disasters?	<b>Twisted Tales</b> Is there more than one side to every story?	<b>Ancient Egypt</b> Why were children so important in Ancient Egypt?  What can we learn from the pyramids?	
<b>Global Goals</b>	3, 5, 10, 16	3, 5, 10, 16	3,10, 15	3	3, 10, 15	3, 10, 15
<b>Diversity Awareness</b>	Black History Month	Anti Bullying week Children in Need				
<b>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</b>	<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'		<b>Computer safety</b> <ul style="list-style-type: none"> <li>• Making friends online</li> <li>• Summative assessment</li> </ul> <b>Our world</b> <ul style="list-style-type: none"> <li>• Looking after our world</li> <li>• Summative assessment</li> </ul>		<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Summative assessment</li> </ul> <b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>• Grief</li> <li>• Summative assessment</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>• Stealing</li> <li>• Summative assessment</li> </ul>	

	AUTUMN		SPRING		SUMMER	
<b>ENGLISH</b>	<p><u>Author Study</u></p> <p><u>Stone Age Boy</u> -Writing to Recount- Adventure Story -Postcard</p>	<p><u>How to Wash a Woolly Mammoth - Michelle Robinson</u> -Instruction writing</p> <p><b>Take One Book - One Christmas Wish- Katherine Rundell (December)</b></p> <p>Christmas Story</p>	<p>Take one Book: Dick Whittington- (wb 09/01 -20/1) Pantomime Y1-4 (9th)</p> <p><u>The Great Kapok Tree</u> -Fable writing to convey a story / moral (Aesop's Fables)</p> <p><u>Writing to Persuade- Persuasive letter based on The Great Kapok Tree</u></p> <p>-Fact file on the RF animals</p>	<p><u>Exotic Animals</u> Writing to inform- Animal Fact files.</p> <p><u>True Story of the Big Bad Wolf (2 weeks)</u> -Twisted Tale narrative (The Write Stuff unit) <u>Twisted tale (2 weeks)</u> -Letter</p>	<p><u>The life cycle of our gardens (2 weeks)</u> - Explanation text based on the life cycle of a plant.</p> <p><u>Wangari Trees of Peace (4 weeks)</u> -Diary</p>	<p><u>The Egyptian Cinderella</u> -Diary -Character description -Setting description -interview - newspaper report</p> <p><u>Debate based on Egyptian Cinderella</u></p>
<b>MATHEMATICS</b>	Place value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Time Shape Statistics
<b>SCIENCE</b>	<p>Focus: <u>Rocks</u> Scientist: Mary Anning</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</p>	<p>Scientist: Marie Curie Focus: <u>Animals and living things</u> -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</p>	<p>Scientist: Sir Isaac Newton - <u>Forces and Magnetism</u> -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</p>	<p>Focus: <u>Plants</u> Scientist: Joseph Banks</p> <p>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants</p>	<p>Focus: <u>Light</u> Scientist: Thomas Edison</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</p>	

	<p>-describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>have skeletons and muscles for support, protection and movement.</p>	<p>they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> <li>-describe magnets as having two poles</li> <li>-predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>-compare how things move on different surfaces</li> <li>-notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>-observe how magnets attract or repel each other and attract some materials and not others</li> <li>-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</li> <li>-describe magnets as having two poles</li> <li>-predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>-investigate the way in which water is transported within plants</li> <li>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>-find patterns in the way that the size of shadows change.</li> <li>-recognise that they need light in order to see things and that dark is the absence of light</li> <li>-notice that light is reflected from surfaces</li> <li>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>-find patterns in the way that the size of shadows change.</li> </ul>
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<b>COMPUTING</b>	Coding Online safety	Online safety Touch Typing	Spreadsheets Branching Databases	Email	Simulations Graphing	Presenting
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	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>HISTORY</b>	<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.	<u>Local History- Life along the Thames</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.	<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
<b>GEOGRAPHY</b>	<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 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.	<u>What is the circle of fire?</u> -Describe and understand the key aspects of Earthquakes Describe and understand key aspects of Volcanoes <u>How is food from the rainforest 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 (rainforest)	<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)
<b>ART and DESIGN</b>	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	Drawing - 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.	3D Sculpture - Use equipment and media with confidence. - Join two parts successfully. - Construct a simple base for extending and modelling other shapes.

	<p>language of art. -Knows about great artists.</p> <p><u>Stone Age Wall Art &amp; 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>	<ul style="list-style-type: none"> <li>- Begin to show an awareness of objects having a third dimension and perspective.</li> <li>- Use their sketches to produce a final piece of work.</li> <li>- Write an explanation of their sketch in notes.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to explore carving as a form of 3D art.</li> <li>- Produce larger ware using pinch, slab and coil techniques.</li> <li>- Produce more intricate surface patterns and textures and use them when appropriate.</li> <li>- Use language appropriate to skill and technique.</li> </ul>			
<b>DESIGN and TECHNOLOGY</b>	Healthy and varied diet	Mechanical Systems	Textiles			
<b>MUSIC</b>	<p>Graphic scores - continuing the work done on computers in Y2. Reading graphic scores, performing in pairs and larger groups. Cooperation with others to play at the correct time. Singing songs about Harvest &amp; Stone Age- playing ostinato instrumental parts with an awareness of how parts fit together.</p>	<p>Exploring and experimenting with sound. Composing own graphic scores on paper with symbols, pictures, patterns. Considering structure - beginning, middle, end. Listening carefully to compositions of others and discuss in a positive way, how improvements might be made in the future.</p> <p>Singing Christmas Carols (and other songs,) improving diction, expression, and tuning.</p>	<p>Recorders</p> <p>Learning to play the recorder. Controlling breathing. First notes - B, A, Joining in, taking turns, playing &amp; stopping as appropriate Improving listening skills - listening to instructions, listening to others playing.. Coordination of breath fingers &amp; tongue. Playing simple pieces by ear. Playing with an accompaniment/ backing track.</p>	<p>Recorders</p> <p>Learning third note, G Playing simple tunes by ear with 3 notes known Reading simple rhythms - using crotchets, pairs of quavers and crotchet rests - clapping them and playing them on recorder. Following and reading a pictorial score, then traditional notation for rhythms. Understanding of time signatures 4/4 and 3/4 Writing own rhythms</p>	<p>Recorders</p> <p>Learning about the traditional musical staff -lines and spaces notes, ladder Beginning to follow and read traditional notation for 3 notes known - B A G. Combining pitch and rhythm in scores. Learn new note E. Improving dexterity of fingers, accuracy of playing &amp; adjusting strength of air flow.</p>	<p>Recorders</p> <p>Preparing for a class performance. Re-hearsal techniques, keeping in time with others etc. Playing thoughtfully as the mood of the piece demands. Perform as part of an ensemble, with an awareness of dynamics (loud and quiet,) tempo (fast and slow,) &amp; repeats as appropriate. Try to improvise a 4 bar pattern within a piece.</p>
<b>RELIGIOUS EDUCATION</b>	<p>Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Sikhism Does joining the Khalsa make a person a better Sikh?</p>	<p>Christianity Has Christmas lost its true meaning? 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-</p>	<p>Sikhism Do Sikhs think it is important to share? What is the best way for a Sikh to show commitment</p>	

					Hindu?	to God?
<b>FRENCH</b>	Numbers 1-20 / Colours	Songs around Christmas	Presenting myself / Families	Days / month	Clothes/Food	Recap
<b>PE</b>	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