

	Term 1 8 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 6 weeks
School Value	Friendship	Generosity	Compassion	Forgiveness	Respect	Courage
British Value	Democracy		Tolerance of those of different faiths and beliefs	The rule of law	Mutual respect	Individual liberty
Key Events	Harvest MOB	Remembrance Anti-bullying week KS1 Nativity PTA Xmas fayre	School talent show Wellbeing week	World Book Day Mother's day Easter LKS2 Easter performance Whole school Easter service	KS2 SATS KS1 SATS EYFS moderation	UKS2 production Leavers service Sports day Father's day
Religious events	Yom Kippur – Holiest day of Jewish year (27 th October) Dussehra –Hindu festival celebrating victory of good over evil (25 th October)	All Saints Day – pays tribute to all the many Saints (1st November) (White or Gold) Remembrance Sunday (11 th November) Hindu-Diwali (14 th November) 1st Sunday of Advent – period of waiting / preparation for birth of Jesus (29 th November) (Purple) Jewish- Hannukah (11 th December)	Sikhism- Birthday of Guru Gobind Singh (5 th January) Epiphany=when Jesus was baptized (6 th January) Ash Wednesday – beginning of Lent period of reflection and preparation before Easter (26 th February) (red)	Shrove Tuesday (16 th Feb) (Green) Lent (26 th Feb) St David's day patron Saint of Wales (1 st March) Hinduism- Holi (9 th March) Dhu Al-Hijja at least once in their life Muslims should make pilgrimage to Mecca (10 th March) St Patricks Day – celebrates saint who converted the people of Ireland to Christianity (17 th March) Easter (4 th April) (Purple)	St Georges Day – celebrates England's Patron Saint (23 rd April) Ramadan starts – period of fasting for Muslim faith (23 rd April) Vesak – Buddah day Buddhist (7 th May) Eid- celebrating end of Ramadan (24 th May) Pentecost – Festival to celebrate the gift of the holy spirit (31 st May) (green)	Trinity Sunday – celebrates the Trinity, Father, Son and Holy Ghost (7 th June) St Thomas a Beckett Patronal(12 th June?)
Charity events & Notable Dates	National Read a Book Day – 6 th September Roald Dahl Day – 13 th September International Day of Democracy – 15 th September	Bonfire Night – 5 th November Maths Week – 9 th November World Science Day – 10 th November Remembrance Day – 11 th November Anti-bullying Week – 11 th November	Sir Isaac Newton's Birthday – 4 th January World Religion Day – 19 th January Martin Luther King Day – 20 th January Chinese New Year – 25 th January	International Mother Language Day – 21 st February World Thinking Day = 22 nd February Fairtrade Fortnight – 24 th February Engineers Week/British Science Week – 6 th March	Queen's birthday = 21 st April St George's Day – 23 rd April Shakespeare's birthday – 23 rd April Ramadan – 23 rd April International Dance Day – 29 th April Space Day – 1 st May	Gypsy, Roma and Traveller History Month – 1 st June D-Day – 6 th June Butterfly Education and Awareness Day – 6 th June World Oceans Day – 8 th June Father's Day – 21 st June World Music Day – 21 st June Wimbledon – 29 th June

	<p>Jeans for Genes day – 16th September</p> <p>National Coding Week – 16th September</p> <p>Talk like a Pirate Day – 19th September</p> <p>International Day of Peace – 21st September</p> <p>European Day of Languages – 26th September</p> <p>Black History Month – 1st October</p> <p>National Poetry Day – 1st October</p> <p>World Animal Day – 4th October 2020</p> <p>World Space Week – 4th October</p> <p>Grandparents' Day – 4th October 2020</p> <p>World Teacher's Day – 5th October</p> <p>World Homeless Day – 10th October</p> <p>World Food Day – 16th October</p> <p>Yom Kippur – 27th October</p>	<p>Diwali – 14th November</p> <p>Children in need – 18th November</p> <p>Hanukkah – 10th December</p> <p>Human Rights Day – 10th December</p>	<p>National Storytelling Week – 1st February</p> <p>Children's Mental Health Week – 3rd February</p> <p>Rosa Parks Day – 4th February</p> <p>NSPCC Number day – 7th February</p> <p>11th February – Safer Internet Day</p>	<p>World Book Day – 5th March</p> <p>World Poetry Day – 21st March</p> <p>World Water Day – 22nd March</p> <p>Mother's Day – 22nd March</p> <p>St David's Day – 1st March</p> <p>World Maths Day – 4th March</p> <p>International Children's Book Day – 2nd April</p> <p>World Autism Awareness Day – 2nd April</p>	<p>African World Heritage Day – 5th May</p> <p>VE Day – 8th May</p> <p>World Fair Trade Day – 9th May</p> <p>Florence Nightingale's birthday – 12th May</p> <p>International Day of Families – 15th May</p> <p>International Museum Day – 18th May</p> <p>Outdoor Classroom Day – 21st May</p> <p>Eid – 24th May</p>	<p>Children's Art Week – 29th June</p> <p>18th July – Mandela Day</p> <p>International Day of Friendship – 20th July</p>
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Hook:						
Outcome:						
Trip:						
Quality text:	Moles sunrise (Friendship text)	Jolly Postman at Christmas The suitcase Babushka (link to Christmas)	Vlad and the Great Fire of London	Lila and the secret of rain	Ocean meets sky	Diary of a fly (link to science) Little mouse's big book of fears (link to courage)
English						
Maths						
Science	Plants (Year 2) Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Working scientifically Asking simple questions and recognising that they can be answered in different ways	Animals including humans (Year 2) Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically Using their observations and ideas to suggest answers to questions	Everyday materials (Year 1) 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 Working scientifically Observing closely, using simple equipment Performing simple tests	Animals and their habitats (Year 2) Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working scientifically Identifying and classifying Gathering and recording data to help in answering questions		

<p>History</p>	<p>History of toys- comparing toys how toys have changed over time</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Chronology</p> <p>Recount past changes from their own lives</p> <p>Vocabulary</p> <p>Subject related vocabulary and: past, old, new, recent, young, days, months,</p>		<p>Great Fire of London</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <p>Chronology</p> <p>Sequence some events in chronological order</p> <p>Knowledge Understanding</p> <p>Identify key events and people</p> <p>Vocabulary</p> <p>Subject related vocabulary and: past, old, new, recent, young, days, months,</p>		<p><i>The first aeroplane flight</i></p> <p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p>Investigating Interpreting</p> <p>Begins to use sources to identify some details and answer simple questions</p> <p>Vocabulary</p> <p>Subject related vocabulary and: past, old, new, recent, young, days, months,</p>	
<p>Geography</p>		<p>Santa delivering presents across different continents</p> <p>Locational knowledge</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United</p>		<p>Comparing weather patterns to weather patterns of another country</p> <p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>Looking at human and physical features of places from the 7 continents</p> <p>Human and physical geography</p> <p><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Use basic geographical vocabulary to refer to: key physical features,</i></p>

		<p>Kingdom and its surrounding seas</p> <p>Revisit use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		<p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Revisit: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		<p><i>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Revisit: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Art	<p>Creating different artwork focused on texture, colour and pattern (Kindinksy)</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in</p>		<p>To explore an artist and make the product based on the design of that artist. RODIN</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and</p>		<p>Creating different artwork and a product based on Banksy</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	

	<p>using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Know how to show how people feel in drawings</p> <p>Draw lines of varying thickness</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand; line, bold, size, space.</p> <p>Describe the work of famous, notable artists, designers or architects.</p> <p>Use inspiration from famous, notable artists to create their own work.</p>		<p>similarities between different practices and disciplines, and making links to their own work.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting eg. Clay, straw, cardboard</p> <p>Use a range joining techniques eg. tape, glue, string</p> <p>Create simple shapes with clay</p> <p>Use a rolling pin and cutter</p> <p>Use joining techniques with clay</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand: sculpture, statue, model, work of art, land art, shapes, materials,</p> <p>Know how to cut, roll and coil materials</p> <p>Use a combination of materials that have been cut, torn and glued</p> <p>Discuss and develop ideas about how to create and attach</p>		<p>Name the primary and secondary colours</p> <p>Experiment painting with different brushes and tools</p> <p>Experiment painting with different brushes and tools</p> <p>Paint familiar objects applying mixing and matching skills</p> <p>Understand and describe warm/cold and colours and light/dark</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, warm colours, cold colours, colour matching, bold, light, dark, brushstroke.</p> <p>Describe the work of famous, notable artists, designers or architects.</p> <p>Use inspiration from famous, notable artists to create their own work.</p> <p>Know how to use IT to create a picture</p> <p>NB Using materials skills are highlighted in green and can be moved according to what artists are being studied.</p>	
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			Describe the work of famous, notable artists, designers or architects. Use inspiration from famous, notable artists to create their own work.			
PE	<p>Perform dances using simple movement patterns.</p> <p>Gym (year 1) Perform the basic actions of travelling, rolling, jumping and climbing Change speed and direction when travelling Show awareness of body parts, points and position when making still shapes</p> <p>Dance (year 1) Copy and explore basic body actions and movement patterns Select movements to create their own dance phrases with beginnings, middles and ends</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Year 1: Roll, hit, run, jump, catch and kick with some control Throw, send and receive a ball in different of ways</p> <p>Evaluating health and fitness (year 1) Discuss how my body feels during exercise</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Athletics (year 1) Begin to use opposite arms to legs when running Explore and throw a variety of objects with one hand Jump from a stationary position with some control</p>			
Computing	<p style="text-align: center;">Programming</p> <p>Control remote controlled and programmable toys using direction and turn. Debug a sequence of instructions given to a programmable toy by testing. Plan and test a sequence of instructions on screen.</p> <p>Use direction and turn cards to plan and record an algorithm to achieve a purpose using a remote controlled toy. Debug a given algorithm.</p>	<p style="text-align: center;">Online safety</p> <p>Know some ways to stay safe online and who to tell if they have a problem Know some ways that people can communicate online and how to be a good friend online Know that some websites are safe to visit and what to do if they find an unsafe site</p>	<p style="text-align: center;">Impact of technology</p> <p>Describe some of the benefits with using technology at home and school Identify parts of a computer and what they are for Know how the use of technology at home and school have changed over time</p>	<p style="text-align: center;">Media</p> <p>Create Banksy – esque art. Use different brushes and tools (including fill and shapes) in a pain program to create pictures Take a range of digital images and choose the best focused to share with an audience Write sentences using a word processing program, using index fingers on a keyboard, spaces between words, return/enter to start a new line and backspace to delete as they go Add content to a page by selecting from an image and word bank and save their work</p>	<p style="text-align: center;">Data</p> <p>Take observational photographs to find out about something Use video and sound recording devices to record data to answer questions Record information using tally and tables Create their own pictograms</p>	

DT		<p>Food: Making soup. Teach chopping, slicing, dicing, claw grip and bridge grip.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make Choose appropriate resources and tools</p>		<p>Make a wind turbine. Focus on materials and weather in different countries.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design Explain how they want to make their product and make a simple plan before making</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make Choose appropriate resources and tools</p> <p>Evaluate Evaluate their ideas and products against design criteria</p> <p>Evaluate Explain what works well and not so well in the model they have made</p> <p>Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>Animal home with levers</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design Design a product which moves</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make Make a product which moves</p> <p>Evaluate Evaluate their ideas and products against design criteria</p> <p>Evaluate Explain what works well and not so well in the model they have made</p> <p>Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Technical knowledge Use wheels and axles, when appropriate to do so</p>
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					Technical knowledge Use wheels and axles, when appropriate to do so		
Music	1	Hey You!	Christmas Songs	Round and Round	Your Imagination	Recorders	Recorders
	2	Friendship Song	Christmas Songs	Recorders	I wanna play in a band	Zootime	Recorders
Spanish	1	Core Vocab – numbers 1-10	Core Vocab - colours	Core Vocab – greetings and days of the week	Core Vocab - recap	Core Vocab – months and in the classroom	Recap
	2	Core Vocab – number 1-20	Core Vocab - colours	Core Vocab – greetings and days of the week	Core Vocab - recap	Core Vocab – months and in the classroom	I'm Learning Spanish
PSHE (JIGSAW)		Being Me	RSE	Celebrating Difference	Healthy Me	Relationships	Changing Me
RE (WHOLE SCHOOL SCHEME)	Who is a Christian and what do they believe? Retell some parts of religious stories. Name some religious symbols. Know what some religious words mean. Talk about the parts of life I find interesting.		What makes some places sacred? Retell some parts of religious stories. Recognise religious objects. Recognise religious people. Recognise religious places. Know that I have to make my own choices in life.		How and why do we celebrate sacred times? Retell some parts of religious stories. Know about some of the things that people of a religion do. Say what is important in my life. Compare this to religious beliefs. Know the difference between right and wrong.		