

# Holywell C of E Primary School

## Curriculum Coverage 2020-2021

Year 1 & 2	Autumn	Spring	Summer
Theme	Geography Where in the World?	History A walk through time	Science all around us
Wow Start	Carousel of activities: Shelter box visit (virtual chat) Shelter making in Hollow Postcard to the elderly Sponsored event for Shelter box – how far can we travel in jumps?	Children to be invited to dress up as kings and queens from the past and present. A craft afternoon to make our regal crowns.	Children to be invited to dress up as Rangers/people who look after animals or they can dress up as an animal of their choosing. A session from Ranger Ross.
Maths	We have a whole school mastery approach to Maths teaching, using the White Rose schemes of work as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. We have an agreed 'Key Facts for Fluency' focus for each half term and home learning will often be linked to this.		
	<ul style="list-style-type: none"> <li>Number - Place value</li> <li>Number – Addition and Subtraction</li> <li>Geometry and Shape (Y1)</li> <li>Measurement: Money (Y2)</li> <li>Number: Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Number addition and Subtraction (within 20 Y1)</li> <li>Number, place value 50 (Y1)</li> <li>Number, Multiplication &amp; division</li> <li>Statistics</li> <li>Geometry: Properties of Shape</li> <li>Number: Fractions</li> <li>Measurement: Length &amp; Height</li> <li>Measurement weight and volume (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>Number, multiplication and division (Y1)</li> <li>Number fractions (Y1)</li> <li>Number, place value within 100</li> <li>Geometry: Position and Direction</li> <li>Problem solving and efficient methods</li> <li>Measurement, money (Y1)</li> <li>Measurement: Time</li> <li>Measurement: Mass, Capacity and Temperature</li> </ul>
English – Writing	We focus on writing different text types using a range of stimuli including high quality texts, film and images. The writing process includes steps during which the pupils <b>Imitate</b> (learn a text), <b>Innovate</b> (make some changes) and then <b>Invent</b> their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns.		
Texts and Writing Styles	<ul style="list-style-type: none"> <li><b>Here we are – Oliver Jeffers</b> – Whole school text: A focus on personal narratives, Sharing and communicating information for an audience, writing a song, Reading and writing for information, recounting events</li> <li><b>The Dragon Machine by Helen Ward</b> - Key learning Outcome - To write own story based on <i>The Dragon Machine</i></li> <li><b>Hidden World: Ocean by Libby Walden; illustrated by Stephanie Fizer Coleman</b> - Key learning Outcome - to contribute sentences/pages to a class lift-the-flap book about animals or plants of a particular environment/habitat, e.g. rainforest, pond, local area</li> </ul>	<b>Lord of the Forest – Caroline Pitcher</b> To write a story using the pattern of the text. Linking to being the king/queen of an imaginative land <b>Knights – Annabelle Leach</b> To write an information book about a role/job – linking into the royals, soldiers, Beefeaters, Guards, King, Queen etc <b>Dear Mother Goose – Michael Rosen</b> To write a 'Mother Goose' letter – writing a letter to a Royal King or Queen, real or fictitious <b>National Oak Academy – How to make a crown.</b> Children to write instructions (imaginative ingredients) to make a magical royal crown.	<b>Grow your own lettuce Helen Lanz</b> A set of instructions about growing lettuce surrounded by other information such as types of lettuce, harvesting and a calendar. Writing more than one page set of simple instructions.  <b>I don't like Snakes Nicola Davies</b> Dual-voiced text. On one side, the little girl's family try to persuade her that snakes are amazing and on the other page, there is simple information writing. Write own version of this style of story.  <b>What I like! Gervaise Phinn</b> This book contains a wonderful range of poetry to read to the class and enjoy. To write and perform own poem based on one of the senses  <b>Outdoor Wonderland Josie Jefferey</b>

	<ul style="list-style-type: none"> <li>• <b>How to Catch Santa by Jean Reagan</b> - Key learning outcome: To write a story about catching something related to Christmas.</li> </ul>		<p>An information text that is packed full of instructions for things to make or do outside. Each double-page spread has an introduction, information and instructions.</p> <p>Key Learning Outcome: To write a page for an information text that contains a set of instructions</p>
<b>English – Reading</b>	<p>A range of reading books for both fiction and non-fiction are available in reading corners. In Hedgehogs, reading is taught through a mixture of whole class and small group guided reading using a wide range of texts, linked where possible to the termly theme. We also use Inspire Education to supplement our reading resources.</p>		
<b>Science</b>	<p><b>Scientific Enquiry (Statutory Requirement)</b> - During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>		
	<p><b><u>Seasons and Change:</u></b></p> <p>We are going to:          Be learning about the four seasons and the weather.          What a scientist is and how important they are.          Complete an observation of the weather outside of our windows and compare this to the four seasons.          Be identifying the different weather in the four seasons.          Understand how the weather changes across seasons.          Remind ourselves of the different types of weather and comparing this to the seasons.          First scientific experiment!          Observe the changes that occur to trees during different seasons.          Analysing the annual calendar and comparing events to the seasons.          Recapping which weather can be seen in each season and how this may affect our calendar events.          Be reading about a female scientist!          Be answering the question, how can you measure rainfall?          Be finding out what a liquid is and observing some examples.          Making our own rain gauge to measure the amount of rainfall we have during 1 week.          All about hibernation.          Be looking at different animals who hibernate, when they hibernate, what they do to prepare for hibernation and where they go to hibernate.          Be learning all about the wind.          Be looking at types of wind and conducting a wind logging experiment.</p> <p><b><u>Space</u></b></p> <p>We are going to:          Learn about what can be found in space.</p>	<p><b><u>Plants</u></b></p> <p><b>1. Observing Plants</b>          To observe closely using simple equipment by recording observations of a variety of plants in the local environment.</p> <p><b>2. Seeds and Bulbs</b>          To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.          To perform simple tests by setting up a comparative test to understand what plants need to germinate and grow.</p> <p><b>3. Life Cycles</b>          To observe and describe how seeds and bulbs grow into mature plants by understanding the life cycle of plants.          To use their observations and ideas to suggest answers to questions by giving ways we can tell that plants are living things.</p> <p><b>4. What Do Plants Need?</b>          To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions.          To gather and record data to help in answering questions by measuring the results of a comparative test.</p> <p><b>5. Plants We Eat</b>          To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by explaining what conditions plants need to grow well.          To use observations and ideas to suggest answers to questions by using the results of tests to suggest good conditions for growing plants for food.</p> <p><b>6. How Different Plants Grow</b></p>	<p><b><u>To understand Animals and humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals. (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival. (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b><u>To Investigate Living Things</u></b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>• 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</li> </ul>

	<p>Learn how scientists gather information about space. Learning all about the different planets in our solar system. Learn a fact about each planet. Learning about how the earth orbits and rotates. Learn how long it takes for the earth to orbit the sun and we Learn why we have seasons. Learning about stars and their temperatures. Learn about constellations. Learning how and when space was discovered. Be creating a timeline to help you remember all the key dates.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants by comparing the growth of seeds and bulbs. To observe closely using simple equipment by measuring and recording the growth of seeds and bulbs.</p>	<ul style="list-style-type: none"><li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li><li>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.</li></ul>
Art and Design	<p>Aims: The national curriculum for art and design aims to ensure that all pupils: Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Pupils should be taught: Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>In the Jungle – Artist Focus Henry Rousseau We are going to: <b>To learn about great artists, architects and designers in history</b> <b>To learn about the artist, Henri Rousseau and to evaluate his paintings</b> <b>To create sketch books to record observations and use them to review and revisit ideas</b> <b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b> To use sketchbooks to record and sketch observations from real life To explore the tonal variation in Rousseau’s paintings To use sketches and swatches to create small painted studies To experiment with composition To sketch, compose and paint a Henri Rousseau inspired picture</p> <p>The weather – Artist Focus - Joseph Mallord William Turner We are going to: <b>Know 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.</b> To create a piece of artwork based on JW Turner’s Style using a range of techniques.</p>	<p>Portraits in different effects: Artist Focus: Lucian Freud, We are going to: <b>To learn about great artists, architects and designers in history</b> <b>To learn about the artist, Lucian Freud and to evaluate his paintings</b> <b>To create sketch books to record observations and use them to review and revisit ideas</b> To use any medium to make a face. To make observations to create an accurate portrait. To be able to tell you the names of at least two pieces of Lucian Freud’s artwork. To be able to tell you two interesting facts about Lucian Freud’s. To be able to share something interesting about this artist.</p> <p><b>Self Portraits:</b> <b>1. Drawing Self-Portraits</b> To develop a wide range of art and design techniques, such as using drawing to create a self-portrait. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. <b>2. Using Colours in Portraits</b></p>	<p>Artist Spotlight: <b>Georgia O’Keeffe</b> • Why was Georgia O’Keeffe considered a pioneer? • How did O’Keeffe develop her art to express her emotions and feelings? • Why was Arthur Wesley Dow an inspiration to Georgia O’Keeffe? In the style of Georgia O’Keeffe, explore, through creating charcoal sketches, the way in which you can show your emotions and feelings.</p> <p>• What style of art was popular while O’Keeffe was growing up? • How were emotions, feelings and ideas expressed with this style of art? • What was the most striking feature of O’Keeffe’s paintings? • Find out more about the main features of abstract art. • Explain how O’Keeffe developed a unique style inspired by the work of abstract artists.</p> <p>• How did O’Keeffe apply paint to the canvas? • Describe the typical brushstrokes she used. • Copy O’Keeffe’s painting techniques to produce a painting of flowers. • Explain the main reason why the way Georgia O’Keeffe mixed her paints was considered unusual.</p>

		<p>To know about the work of a range of artists, looking at the work of a Pablo Picasso. To develop a wide range of art and design techniques in using colour, when creating portraits.</p> <p><b>3. Making a Collage Portrait</b> To know about the work of a range of artists, looking at the work of Pablo Picasso. To develop a wide range of art and design techniques, such as making a collage.</p> <p><b>4. Watercolour Backgrounds</b> To know about the work of a range of artists, looking at portraits by Paul Klee. To develop a wide range of art and design techniques in using colour and pattern, using watercolours to create a background.</p> <p><b>5. Line Drawings</b> To know about the work of a range of artists, looking at work by Paul Klee. To develop a wide range of art and design techniques, such as line drawing.</p> <p><b>6. Pop Art Portraits</b> To know about the work of a range of artists, looking at portraits by Pop Artist, Andy Warhol. To develop a wide range of art and design techniques in using colour and pattern, when making a Pop Art portrait.</p>	<ul style="list-style-type: none"> <li>• Experiment with this mixing technique for your own flower painting.</li> <li>• What was the name of Georgia O'Keeffe's famous painting finished in 1936?</li> <li>• What is meant by the word 'tactile'?</li> <li>• Describe the effect of her use of light colours in this painting.</li> <li>• Explain why O'Keeffe painted her flowers extremely close up in her Jimson Weed painting.</li> <li>• Suggest reasons why light colours create the effect of flowers appearing fresh and alive.</li> </ul> <p><b><u>The Beauty of Flowers</u></b></p> <ul style="list-style-type: none"> <li>•List some of the materials that the sculptor Marc Quinn has used to create sculptures.</li> <li>•Describe how Quinn created his The Rush of Nature sculpture.</li> <li>•Copy Quinn's use of materials to create your own large flower sculpture.</li> <li>•Explain why flowers are attractive to humans and popular with artists as inspiration for their work.</li> </ul> <ul style="list-style-type: none"> <li>•Name some famous artists who are well known for being inspired by flowers.</li> <li>•How did William Morris create his art?</li> <li>•Why did Ancient Egyptian artists create art showing flowers?</li> <li>•Name some famous artists who are well known for being inspired by flowers.</li> <li>•How did William Morris create his art?</li> <li>•Why did Ancient Egyptian artists create art showing flowers?</li> </ul> <ul style="list-style-type: none"> <li>•How did Van Gogh want people to feel when they looked at his Sunflowers painting?</li> <li>•Which flowers were once used to represent death and sorrow?</li> <li>•How are these flowers now used in art to make people feel?</li> <li>•Create your own artwork showing flowers to make people feel a particular emotion.</li> <li>•Explain why you chose your flower(s)</li> <li>•Give reasons why red carnations and red roses are used in art.</li> <li>•What is meant when something is described as 'wilting'?</li> <li>•Why might an artist paint a wilting flower?</li> <li>•Explain the differences between the reasons for painting a fresh flower and a wilting flower.</li> <li>•Suggest reasons why red flowers are used to symbolise love.</li> </ul>
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<p><b>Computing</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		
<p><b>Design and Technology</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook</li> </ul>		
<p><b>Design and Technology</b></p>	<p><b>The Pirate Paddy's Packed Lunch Problems:</b> Give children the opportunity to develop their understanding of structures.</p> <p><b>Why Not Keep the Basket?</b> Children will: explore and evaluate a range of existing products in the context of evaluating the basket used to transport the pirates' lunch.</p> <ul style="list-style-type: none"> <li>• <b>To evaluate a product's ability to do a job well.</b></li> </ul> <p><b>Evaluating Lunch Boxes</b> Explore and evaluate a range of existing products in the context of evaluating existing lunch boxes.</p> <ul style="list-style-type: none"> <li>• <b>To investigate and evaluate existing products.</b></li> </ul> <p><b>Exploring Materials</b> Select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box.</p> <ul style="list-style-type: none"> <li>• <b>To explore different materials and decide which will be useful for making my product.</b></li> </ul> <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new lunch box that can move between the pirate ships.</b></p>	<p><b>Fabric Bunting:</b> End product personal coats of arms on their own bunting as if Royalty!</p> <p><b>1. Evaluating Bunting</b> Explore and evaluate a range of existing products in the context of evaluating bunting designs.</p> <p><b>2. Designing Our Bunting</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.</p> <p><b>3. Templates</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</p> <p><b>4. Running Stitch</b> Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric.</p> <p><b>5. Selecting Fabrics</b> Select from and use a wide range of materials and</p>	<ul style="list-style-type: none"> <li>• <b><u>Eat more fruit and vegetables</u></b></li> <li>• Can children identify and describe familiar fruits and vegetables?</li> <li>• Can children gather data about the most popular fruits and vegetables?</li> <li>• Can children present data in a pictogram?</li> <li>• Can children identify different parts of fruits and vegetables, such as the skin, flesh and seeds?</li> <li>• Can children explore a range of fruits and vegetables using their different senses?</li> <li>• Can children draw, label</li> <li>• Can children identify ways of working safely with sharp objects such as knives and graters?</li> <li>• Can children identify ways of working hygienically with food?</li> <li>• Can children follow health and safety procedures when preparing food?</li> <li>• Do children understand that fruits and vegetables are an important part of a healthy diet?</li> <li>• Can children design a salad or smoothie for a particular purpose?</li> <li>• Can children identify what ingredients and tools they will</li> </ul>

	<p>• <b>To design a new product that meets the design criteria.</b>  <b>Making the Lunch Box</b>  Select from and use a wide range of materials according to their characteristics in the context of selecting and using the correct tools and equipment to make a lunch box.</p> <p>• <b>To select and use tools and equipment to make a product.</b>  <b>Testing the Lunch Box</b>  Explore their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria.</p> <p>• <b>To test a product and then evaluate it.</b>  <b>Improving the Lunch Box</b>  Explore their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria.</p> <p>• <b>To use my evaluations to make improvements to my product and then retest and evaluate it.</b>  <b>Build structures, exploring how they can be made stronger, stiffer and more stable in the context of making improvements to my product.</b>  • <b>To improve my product by making it stronger, stiffer, more stable and more waterproof.</b></p>	<p>components, including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting.</p> <p><b>6. Joining Fabrics</b>  Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing) in the context of joining fabrics using different techniques. Evaluate their ideas and products against a design criteria in the context of evaluating the bunting flag.</p>	<p>need to make their salad or smoothie?</p> <ul style="list-style-type: none"> <li>• Can children identify and follow rules for food safety and hygiene?</li> <li>• Can children follow a design to make a smoothie or salad?</li> <li>• Can children evaluate their finished products and say what they think and feel about them?</li> </ul> <p>• <b><u>Perfect pizzas</u></b>  Can the children identify the different parts of a pizza?</p> <ul style="list-style-type: none"> <li>• Can the children sort foods into different food groups?</li> <li>• Can the children discuss different types of pizzas and begin to categorise them into healthy and unhealthy?</li> <li>• Can the children name and describe a variety of breads?</li> <li>• Can the children say which breads they like?</li> <li>• Can the children use the features of the bread to decide if it is fit for purpose?</li> <li>• Can the children name and describe a variety of toppings?</li> <li>• Can the children state their opinions and preferences about different toppings?</li> <li>• Do the children understand eating healthily means having a balanced diet?</li> <li>• Do children understand that pizzas can be part of a healthy diet?</li> <li>• Can children design a healthy pizza?</li> <li>• Can children identify what ingredients and tools they will need to make their pizza?</li> <li>• Can children identify and follow rules for food safety and hygiene?</li> <li>• Can children follow a design to make a pizza?</li> <li>• Can children evaluate their finished products and say what they think and feel about them?</li> </ul>
<b>Geography</b>	<p><b>Geographical skills and fieldwork</b>  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Pupils should be taught to:  Locational knowledge</p> <ul style="list-style-type: none"> <li>♣ name and locate the world's seven continents and five oceans</li> <li>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>		

	<p>♣ 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>Geography – key stages 1 and 2 3</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 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>		
<p><b>Continents:</b></p> <p>Children will:</p> <p>Be learning about the seven continents.</p> <p>Learn what a Geographer is and how important they are.</p> <p>Be looking at the seven continents, comparing their size and location on our planet.</p> <p>Be learning all about what the equator is.</p> <p>Be virtually flying all across Europe, learning more about this wonderful continent.</p> <p>Be learning all about how many people live in Europe, what food you can eat if you visit and what places you would see.</p> <p>Be virtually flying to Australia; the continent is also known as Oceania and Australasia.</p> <p>Learning more about this small continent.</p> <p>Be filling our brains with facts about the population, how many countries are in Australia and the currency they use.</p> <p>Be looking at the interesting animals and landmarks you could see if you visited Australia.</p> <p>Be virtually flying to Africa!</p> <p>Be learning more about this huge continent.</p> <p>Be filling our brains with facts about the population and how many countries are in Africa.</p> <p>Be looking at different foods which are grown in Africa and transported all over the world.</p> <p>Be looking at the interesting animals and landmarks you could see if you visited Africa.</p> <p>Be virtually flying to Asia, which is the largest continent. First we will be filling our brains with facts about the population and how many countries are in Asia.</p> <p>Then we will be looking deeper into what the landscape is like, it ranges from rainforests to mountains to plains! There are lots of different animals you could see if you visited parts of Asia, and lots of interesting fruit is also grown in the continent. It's going to be a busy lesson, so make sure you have your brain ready!</p> <p>Be virtually flying to North America, which is the third largest continent. First we will be filling our brains with facts about the population and how many countries are in North America.</p> <p>We will be looking at the second largest island which is in North America, called Greenland. There are lots of different languages and animals in the continent, we will be learning all about them.</p>	<p><b>Royal Houses of Residents in the UK – Where are they?</b></p> <p><b><u>Buckingham Palace</u></b> –</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p> <p><b><u>Windsor Castle</u></b> –</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p> <p><b><u>Palace of Holyroodhouse</u></b> –</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p> <p><b><u>Hillsborough Castle</u></b> –</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p> <p><b><u>Sandringham House</u></b> -</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p> <p><b><u>Balmoral Castle</u></b> -</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p> <p><b><u>The Tower of London</u></b> –</p> <p>Where is it in the UK?</p> <p>Who was the architect?</p> <p>When was it built?</p> <p>Who built it?</p> <p>What materials is it made from?</p> <p>What Royalty has lived there?</p> <p>Who resides there today?</p>	<p><b>Australia</b></p> <p>•Describe the location of Australia.</p> <p>•What is the Commonwealth?</p> <p>•What is Australia's capital city?</p> <p>•Which ocean surrounds Australia?</p> <p>•Is Australia a continent or a country?</p> <p>•What is the Outback?</p> <p>•What is Uluru?</p> <p>•Name Australia's highest peak.</p> <p>•What is Australia's longest river?</p> <p>•What is the Great Barrier Reef?</p> <p>•Name the states of Australia.</p> <p>•Locate and label the main cities in Australia.</p> <p>•What is the biggest city in Australia's Interior?</p> <p><b>Aboriginal People</b></p> <p>•Locate and label the sacred Aboriginal area near Uluru (Ayers Rock).</p> <p>•Locate and label Arnhem Land.</p> <p>•Locate and label Uluru.</p> <p>Locate and label the Aboriginal villages near Uluru.</p> <p>•What percentage of Australia's population is Aboriginal?</p> <p>•Define the word 'ancestors'.</p> <p>•Define the word 'indigenous'.</p> <p>•Define the word 'descendants'.</p> <p>•Define the word 'migrants'.</p> <p>•Define the word 'sacred'.</p> <p><b>Australia and animals</b></p> <p>•What is a monotreme?</p> <p>•What is a marsupial?</p> <p>•Name some common marsupials found in Australia.</p> <p>•Name some of the common birds found in Australia.</p> <p>•What does 'nocturnal' mean?</p> <p>•Name some Australian animals that are nocturnal.</p> <p>•What are the biggest carnivorous animals in Australia?</p> <p>•About how many kangaroos live in Australia?</p> <p>•What is a wallaby?</p> <p>•Describe the plumage of the rainbow lorikeet.</p> <p><b>Great Barrier Reef</b></p> <p>•What is a reef?</p> <p>•What is a barrier reef?</p> <p>•How big is the Great Barrier Reef?</p> <p>•How many different kinds of fish live in the Great Barrier Reef?</p> <p>•What gives the Great Barrier Reef its shape?</p> <p>•What are corals?</p> <p>•Describe the appearance of corals.</p> <p>•What is a marine mammal?</p>	

	<p>Finally, we will be studying some different places in North America that you might not have heard of before! We will finish this lesson by reading a story about some animals from Africa.</p> <p>Be virtually flying to South America which is in the southern hemisphere. First we will be filling our brains with facts about the population and how many countries are in South America. Then we will be learning about the physical features on this continent. It has lots of different elements! We will then be looking more in depth into the Amazon rainforest which is located in this wonderful continent.</p> <p>Be virtually flying to Antarctica, which is the coldest continent so get your coats ready! First, we will be filling our brains with facts about the size of this continent, the population and the climate. We will also be learning about some incredible animals which live in Antarctica We will explore how they are able to survive such harsh conditions. There is a special end of unit quiz, you can show off all the knowledge you have learnt this term.</p> <p>Begin by using geographical vocabulary to describe the landscape in Alaska and Cornwall. We will be learning what physical features are in geography and locating Alaska and Cornwall on a map. We will then be identifying the differences in physical features in Alaska and Cornwall.</p> <p>Begin by using geographical vocabulary to describe the landscape in Alaska and Cornwall. We will be recapping what physical features are in geography and reminding ourselves of the location of Alaska and Cornwall on a map. We will then be comparing the similarities of human features in Alaska and Cornwall.</p> <p><b>Villages, Towns and Cities:</b> Children will: Be learning all about different settlement types, including villages, towns and cities. Learn about the population of earth, and where people can be found around the world. Be learning all about what a settlement is. Learn about the key differences between villages, towns and cities, and how cities are growing in size and population. Be learning all about the natural features of a place that might determine where people choose to settle. Design your own ideal settlement! Be thinking about why settlements take the shapes that</p>		<ul style="list-style-type: none"> <li>• Name some marine mammals found in the Great Barrier Reef.</li> <li>• What sort of pollution is killing coral reefs?</li> <li>• How is it killing coral reefs?</li> <li>• How can humans help to stop the pollution?</li> </ul> <p><b>Sydney</b></p> <ul style="list-style-type: none"> <li>• Describe the location of Sydney.</li> <li>• Describe some of the features surrounding Sydney.</li> <li>• In which state is Sydney?</li> <li>• Is Sydney the capital of Australia?</li> <li>• Describe the weather in Sydney.</li> <li>• What is Bondi Beach famous for?</li> <li>• Define the word 'plateau'.</li> <li>• Name the famous bridge in Sydney.</li> <li>• Name some other famous landmarks in Sydney.</li> <li>• What is the population of Sydney?</li> <li>• Who were the first people to inhabit the area now known as Sydney?</li> <li>• When did the first Europeans settle in Sydney?</li> <li>• Why did the first European settlers settle in Australia?</li> <li>• What are convicts?</li> </ul> <p><b>Daintree Forest</b></p> <ul style="list-style-type: none"> <li>• Where is Daintree Rainforest?</li> <li>• What does the word 'region' mean?</li> <li>• Rainforests thrive in which climate: <ul style="list-style-type: none"> <li>• polar</li> <li>• equatorial</li> <li>• desert?</li> </ul> </li> <li>• How old is Daintree Rainforest?</li> <li>• How many types of insects are in Daintree Rainforest?</li> <li>• Name some species found in Daintree Rainforest.</li> <li>• What does it mean if something is rare?</li> <li>• Name some endangered animals in Daintree Rainforest.</li> <li>• What does, 'Daintree Rainforest is thought to be the oldest surviving rainforest', mean?</li> <li>• What is special about the idiot fruit?</li> </ul>
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	<p>they do. This will involve taking a trip back in history to think about the first time that humans began to settle!</p> <p>Be learning all about cities. We will explore the different types of land use, including residential areas and industrial areas, as well as how cities grow and develop.</p> <p>Be thinking all about the different experiences people have living in villages, towns and cities. How might life be similar? How might it be different?</p>		
History	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>♣ 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]</li> <li>♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>♣ significant historical events, people and places in their own locality.</li> </ul>		
	<p><b>Travel and Transport:</b></p> <p>Children will:</p> <p>Learn about the development of travel and transport throughout history. Alongside consolidating their understanding of chronology through using timelines and making comparisons between old and new forms of transport</p> <p>Learn about early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes.</p> <p>Also look at the significant individuals George Stephenson and the Wright brothers.</p> <p><b>How has transport changed?</b></p> <p>Develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <ul style="list-style-type: none"> <li>• <b>I can find out the different ways in which travel and transport has changed from past to present.</b></li> </ul> <p><b>Early Travel: The Viking Longboats</b></p> <p>Know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about</p>	<p><b>Kings and Queens:</b></p> <p>Children will:</p> <p><b>1. The Role of a Monarch</b></p> <p>Develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day society.</p> <p><b>2. Significant British Monarchs</b></p> <p>Develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since 1066.</p> <p><b>3. Family Trees</b></p> <p>To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of a royal family and their own family history can be represented in a family tree.</p> <p><b>4. The Secrets of Richard III</b></p>	<p><b>Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>• When did Florence Nightingale train as a nurse?</li> <li>• List the things that Florence Nightingale did that were important.</li> <li>• What other name is Florence Nightingale known by?</li> <li>• Who was monarch during Florence Nightingale's lifetime?</li> <li>• Find the name of an empire that no longer exists.</li> <li>• Compare and contrast the conditions inside a hospital during the Crimean War with the conditions you would see today.</li> <li>• Create a timeline using the dates you have about Florence Nightingale. Can you add any other dates that you know?</li> <li>• Explain what makes Florence Nightingale a significant person.</li> </ul> <ul style="list-style-type: none"> <li>• Where was Florence Nightingale born?</li> <li>• Where in the world did Florence Nightingale make her name?</li> <li>• When did the Crimean war take place?</li> <li>• Find and locate Crimea on a map.</li> <li>• What is the name of the country that made up part of the Ottoman Empire?</li> <li>• Organise information about the countries where Europe and Asia meet.</li> </ul>

	<p>the Viking longboats and how they were used effectively.</p> <ul style="list-style-type: none"> <li>• <b>I can find out about an early form of travel: the Viking longboat.</b></li> </ul> <p><b>A History of Cars</b> Develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <ul style="list-style-type: none"> <li>• <b>I can find out about how cars have changed since they were invented.</b></li> </ul> <p><b>George Stephenson and Trains</b> Develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century.</p> <ul style="list-style-type: none"> <li>• <b>I can find out about George Stephenson's life and inventions.</b></li> <li>• <b>I can understand how trains changed people's lives in the 19th century.</b></li> </ul> <p><b>A History of Flight</b> Develop an awareness of the past, through finding out about changes within living memory <b>and</b> to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane.</p> <ul style="list-style-type: none"> <li>• <b>I can find out about the different ways that humans have tried to fly throughout history.</b></li> <li>• <b>I can find out about the Wright brothers and the invention of the aeroplane.</b></li> </ul> <p><b>Comparing the Past, Present and Future</b> Develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day.</p> <ul style="list-style-type: none"> <li>• <b>I can compare travel and transport of the past, present and future.</b></li> </ul>	<p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past in the context of learning about the life and death of Richard III and the ways in which historians know about it.</p> <p><b>5. A Medieval Banquet</b> To develop an awareness of the past and identify similarities and differences between ways of life in different periods in the context of learning about what medieval kings and queens ate at banquets and comparing this to present day habits.</p> <p><b>6. Comparing Elizabeth I and Queen Victoria</b> To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods in the context of learning about and comparing the lives of Elizabeth I and Queen Victoria.</p>	<ul style="list-style-type: none"> <li>• Find out about places in Europe or Asia whose names have changed in the last 200 years.</li> <li>• What is the book called that Florence Nightingale published?</li> <li>• Describe what the word 'influential' means.</li> <li>• Explain what education was like for women during the 1800s.</li> <li>• Why didn't Florence Nightingale's parents want her to be a nurse?</li> <li>• Suggest how Florence Nightingale's book helped make nursing a respected profession.</li> <li>• Which countries started the war?</li> <li>• List the allies of the Ottoman Empire.</li> <li>• Explain why allies would help each other fight in conflicts with other nations and empires.</li> <li>• Suggest some reasons why the Crimean War began.</li> </ul>
<b>Music</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions</li> </ul>		

	of music.
	<div> <div> <b>Hands, feet, heart (Charanga)</b>  1. Listen and Appraise the hands, Feet, Heart a song that celebrates South African Music: <ul style="list-style-type: none"> <li>• Hands, Feet, Heart by Joanna Mangona</li> <li>• The Click Song sung by Miriam Makeba</li> <li>• The Lion Sleeps Tonight sung by Soweto Gospel Choir</li> <li>• Bring Him Back by Hugh Masekela</li> <li>• You Can Call Me Al by Paul Simon</li> <li>• Hlokolozza by Arthur Mofokate</li> </ul> <b>Musical Activities</b>  - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups)</li> <li>Flexible Games (optional extension work)</li> <li>Learn to Sing the Song</li> <li>Play Instruments with the Song</li> <li>Improvise with the Song (and optional extension activities)</li> <li>Compose with the Song</li> </ol> 3. Perform the Song - perform and share your learning as you progress through the Unit of Work. </div> <div> <b>I wanna play in a band (Charanga)</b>  How this Unit is Organised  1. Listen and Appraise the I Wanna Play In A Band a Rock song for children: <ul style="list-style-type: none"> <li>• I Wanna Play In A Band by Joanna Mangona</li> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B.Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul> 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups)</li> <li>Flexible Games (optional extension work)</li> <li>Learn to Sing the Song</li> <li>Play Instruments with the Song</li> <li>Improvise with the Song (and optional extension activities)</li> <li>Compose with the Song</li> </ol> 3. Perform the Song - perform and share your learning as you progress through the Unit of Work. </div> <div> <b>Zoo Time (Charanga)</b>  1. Listen and Appraise Zootime a Reggae song for children and other Reggae songs: <ul style="list-style-type: none"> <li>• Zootime by Joanna Mangona</li> <li>• Kingston Town by UB40</li> <li>• Shine by ASWAD</li> <li>• I.G.Y. by Donald Fagen</li> <li>• Feel Like Jumping by Marcia Griffiths</li> <li>• I Can See Clearly Now by Jimmy Cliff</li> </ul> 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups)</li> <li>Flexible Games (optional extension work)</li> <li>Learn to Sing the Song</li> <li>Play Instruments with the Song</li> <li>Improvise with the Song (and optional extension activities)</li> <li>Compose with the Song</li> </ol> 3. Perform the Song - perform and share your learning as you progress through the Unit of Work. </div> </div> <div> <b>Friendship Song (Charanga)</b>  How this Unit is Organised  <b>1. Listen and Appraise</b> the Friendship Song and other songs about friendship: <ul style="list-style-type: none"> <li>• Friendship Song by Joanna Mangona and Pete Readman</li> <li>• Count On Me by Bruno Mars</li> <li>• We Go Together (from Grease soundtrack)</li> <li>• You Give A Little Love from Buggy Malone</li> <li>• That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</li> <li>• You've Got A Friend In Me by Randy Newman</li> </ul> <b>2. Musical Activities</b> - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups)</li> <li>Flexible Games (optional extension work)</li> <li>Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the screen)</li> <li>Option: Play Instruments with the Song (over the coda section)</li> <li>Option: Improvise with the Song (over the coda section)</li> <li>Option: Compose with the Song (over the coda section)</li> </ol> <b>3. Perform the Song</b> - perform and share your learning as you progress through the Unit of Work.  Use your imagination and create your own performance. Below are some ideas to help you: <ul style="list-style-type: none"> <li>• Sing the song as it is including no musical activities.</li> <li>• Add some choreography to the song</li> <li>• Sing the song and include one musical activity only in the 'Coda' section (playing, improvisation or composition). Split the class into 3 groups: <ol style="list-style-type: none"> <li>Group 1 - Sing part 1</li> <li>Group 2 - Sing part 2</li> <li>Group 3 - play instruments. Play the written parts or <ol style="list-style-type: none"> <li>compose a part using the compose tool</li> <li>improvise as a group or with some solos</li> </ol> </li> </ol> </li> </ul> </div>

Weekly music lessons with Jenny Baker, a qualified music teacher will also be happening throughout this term.

<p><b>Physical Education</b></p>	<p><b>Pupils should be taught to:</b>  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Real PE</li> <li>• PE with Mr Day</li> <li>• Sporting events</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE</li> <li>• PE with Mr Day</li> <li>• Sporting events</li> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Real PE</li> <li>• PE with Mr Day</li> <li>• Sporting events</li> <li>• Sports Day</li> </ul>
<p><b>PSHE</b></p>	<p><b>Keeping/Staying Safe</b>  Opportunity to help children identify potential dangers in different environments, including dangerous gases, harmful sun-rays, etc.  Throughout this module, students will learn the rules for and practise simple ways of keeping safe and finding help. The knowledge gained throughout this module will support students in acquiring the skills and vocabulary to help maintain their personal safety now and in the future.</p> <p><b>Keeping/Staying Healthy</b>  Children will learn that food is needed for bodily health and growth, and will be able to identify what types of food are positive choices. Students will also explore and practise simple personal cleanliness routines such as washing their hands. This will enable them to begin to understand that some diseases are infectious, and that transmission may be reduced when simple hand washing routines are introduced. This module also helps children to know, understand, and explore simple safety rules related to medicinal drugs</p> <p><b>Relationships</b>  Helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.</p> <p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>• September – Friendship &amp; Community</li> </ul>		
		<p><b>Growing and Changing</b>  Covers the expected statutory content for SRE. Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from our 5-8 module Relationships, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative animations on puberty and conception.</p> <p><b>Being Responsible</b>  Children will be able to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow. The topics offer children the opportunities to learn how they can help those around them and the importance of taking responsibility for their own actions. Children will also look at how they can set goals to improve their skills in an area of their choice.</p> <p><b>Feelings and Emotions</b>  Supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Students will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help children manage their feelings.</p> <p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>• January – Truthfulness, Honesty and Wisdom</li> </ul>	
			<p><b>Computer Safety</b>  Helps children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. Students will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations. This module includes a documentary about staying safe online.</p> <p><b>Our World</b>  This unique module offers a series of animated films which help children explore the living world. Within this module, students will be guided by our alien, Dootlee and his intelligent computer, Dinkee whilst they visit the planet to find out more about the world we live in. Children will learn about looking after our environment, and much more.</p> <p><b>The Hazard Watch</b>  Games are a fun way of exploring and identifying potential dangers in different environments. This module can be used to compliment the Keeping/Staying Safe module or can be used as a standalone activity. It is the nature of young children to explore the world around them, but their curiosity can often lead to serious injury. Teaching children about hazardous items in a safe environment and supporting them in becoming safety detectives can help to prevent accidents. Each year, more than two million children under the age of 15 experience accidents in and around the home and are taken to accident and emergency units. Learning about these dangers can potentially reduce curiosity. It is essential that children are introduced to the concept of risk assessing as early as possible.</p>

	<ul style="list-style-type: none"> <li>October/November – Respect &amp; Dignity</li> <li>December - Peace</li> </ul>	<ul style="list-style-type: none"> <li>February – Love &amp; Compassion</li> <li>March – Hope &amp; Aspirations</li> <li>April - Hope</li> </ul>	<p><b>Fire Safety</b> Hertfordshire Fire Service, to help children identify potential dangers that could cause a fire or serious incident. Throughout the topics, students will be able to follow fire safety rules and practise simple ways of staying safe and finding help. The Fire Service module also offers a 10-minute fire safety documentary to help children understand the importance of being responsible, how their actions can affect others, and how to stay safe in the home and community. Although this module is within the 5-8 portal, it is also suitable for older students.</p> <p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>May – Thankfulness &amp; Appreciation</li> <li>June/July - Courage</li> </ul>
<b>Religious Education</b>	<p><b>We follow a whole school RE scheme of work which supports Devon's agreed syllabus.</b></p> <p><b>CREATION</b> <b>Who made the world?</b> BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p> <p><b>INCARNATION</b> <b>Why does Christmas matter to Christians?</b> BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p><b>God</b> <b>What do Christians believe God is like?</b> BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p><b>Who is Jewish and how do they live?</b> BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO: To understand that Judaism is a religion and Jews are the followers of the religion.  To be able to recognise the Jewish symbol.  To know that Shabbat is the holy day for Jews  To compare the Shabbat with own days of rest.  To know the key features of the story of the festival of Hanukkah.  To understand what a religious leader is.  To know that Moses is an important religious leader to Jews.</p>
<b>Trips/Visits</b>			<p>TBC Rosemoor? Exmoor Zoo? Saunton Sands Beach trip AONB – Habitats?</p>
<b>WOW End</b>	None possible due to the COVID situation – however Children will create things for Christmas to share with their parents.	Easter Egg hunt wearing or Regal Easter Crowns!	<p>TBC – COVID dependant Family picnic – parents Versus children activities on the field. Sleepover in the hall.</p>