|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holywell C of E Primary School**  **Curriculum Coverage 2021-2022 Year A**  **Eyfs Red 30 – 50 Yellow 40- 60 Green ELG black Exceeding** | | | | |
| **Year R**  (Pre- School) | **Autumn**  **Wed 8/9/21- Fri 17/12/21**  **HT 25 -29 /10/21**  **History** | **Spring**  **Tues 4/1/22 – Fri 8/4/22**  **HT – 21 – 25/2/22**  **Geography** | | **Summer**  **Mon 25/4/22 – Fri 22/7/22**  **HT Fri 27/5/22 Mon 6/6/22**  **History** |
| **Theme** | **People who change the world**  Comparison between Christopher Columbus /Neil Armstrong | **Take a walk on the wild side**  Why can’t penguins live on the equator?  **Mapping the world**  **Describing maps of the World :2**  North and south poles, Equator  4 compass points N,S,E,W  Locational language. | | Time Detectives  What do we Know about the Victorians and how they live?  Events beyond living memory.  Significant historical events, people and places in their own localities. |
| **Stunning Start** | **Build a space ship or a ship**  Planetarium Dome ??  Astronomical society | **Dress up as an animal from the North or South Pole or Explorer’s.**  Animal trail hunt.  365 penguins – Jean-Luke Fromental | | **Victorian Carousel of activities**    Sepia photos/silhouettes/ miniatures/  Trip Ilfracombe Victorians week |
| **Development Matters 3 Characteristics of effective Learning** | The characteristics of effective teaching and learning In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • **playing and exploring** – children investigate and experience things, and ‘have a go’ **• active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things | | | |
| **Development Matters 5 - PSED- Personal, social and Emotional development** | See themselves as a valuable individual./ Build constructive and respectful relationships./ Express their feelings and consider the feelings of others./ Show resilience and perseverance in the face of challenge./ Identify and moderate their own feelings socially and emotionally./ Think about the perspectives of others.  Manage their own needs. • Personal hygiene./ Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian | | | |
| **Rec Development Matters 6**  **PD - Phyical Development** | Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing/ Progress towards a more fluent style of moving, with developing control and grace./ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming./ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons./ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor./ Combine different movements with ease and fluency./ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility./ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball./ Develop the foundations of a handwriting style which is fast, accurate and efficient./ Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes/ | | | |
| **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.  **Development Matters – 8 Mathematics**  EYFS- Number - Count objects, actions and sounds./Subitise./Link the number symbol (numeral) with its cardinal number value./Count beyond ten./Compare numbers./Understand the ‘one more than/one less than’ relationship between consecutive numbers./Explore the composition of numbers to 10./Automatically recall number bonds for numbers 0–5 and some to 10.  Shape space and Measures - Select, rotate and manipulate shapes to develop spatial reasoning skills./Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can./Continue, copy and create repeating patterns./Compare length, weight and capacity./ | | | |
| White Rose R/Y1 | White Rose R/Y1 | | White Rose R/Y1 |
| **Development matters 4 Communication and Language - CAL** | EYFS- Understand how to listen carefully and why listening is important./Learn new vocabulary./Use new vocabulary through the day./Ask questions to find out more and to check they understand what has been said to them./Articulate their ideas and thoughts in well-formed sentences./Connect one idea or action to another using a range of connectives./Describe events in some detail./Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen./Develop social phrases./**Engage in storytimes.** | | | |
| **English – Writing** | Development Matters 7 Literacy – Writing EYFS- Form lower-case and capital letters correctly./Spell words by identifying the sounds and then writing the sound with letter/s.//Write short sentences with words with known sound-letter correspondences using a capital letter and full stop./Re-read what they have written to check that it makes sense.  R&Y1- We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils **Imitate** (learn a text), **Innovate** (makes some changes) and then **Invent** 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** | Lists, labels and captions  Postcards  Diary writing – recounts  Story writing –  Non – Fiction –  information text  Text that teach  Orien and the Dark - fiction 3wks  To write a story about overcoming fear.  A look inside space – non fiction 3weeks  KLO - To write an information page with flaps to lift for more information and a question and answer flap.  **based on *Baboon on the Moon* as a sequence of sentences (Y1) or in a more detailed way (Y2)** | Lists, labels and captions  Postcards  Diary writing – recounts  Story writing  Non - Fiction  Man on the Moon 3WKs  To write story based on baboon on the Moon as a sequence of sentences **o write a story**  Could a Penguin Ride a Bike? By Camillia de la Bedovere. 3Wks  KLO- to write a page or pages for a book about an animal or object of their choice. | | Lists, labels and captions  Postcards  Diary writing – recounts  Story writing  Non - Fiction |
| **English - Reading** | Development Matters 7 – Literacy – Reading Read individual letters by saying the sounds for them. /Blend sounds into words, so that they can read short words made up of known letter– sound correspondences/Read some letter groups that each represent one sound and say sounds for them/Read a few common exception words matched to the school’s phonic programme/Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words/Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  4English – Reading , We use and send home reading books and diaries which are coloured banded according to reading levels. These build on the children’s knowledge and experience already gained. Phonics is taught explicitly everyday and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Guided reading is taught throughout the school and where possible linked to other areas of the curriculum; e.g. Inspire education and phonics knowledge. | | | |
| **Development Matters 9 Undersatnding the World** | EYFS- Talk about members of their immediate family and community./ Name and describe people who are familiar to them./ Comment on images of familiar situations in the past./Compare and contrast characters from stories, including figures from the past./ Draw information from a simple map./ Understand that some places are special to members of their community./ Recognise that people have different beliefs and celebrate special times in different ways./ Recognise some similarities and differences between life in this country and life in other countries./ Explore the natural world around them./ Describe what they see, hear and feel whilst outside./ Recognise some environments that are different from the one in which they live./ Understand the effect of changing seasons on the natural world around them. | | | |
| **Science** | Development Matters 9 – science - Describe what they see, hear and feel whilst outside./ Recognise some environments that are different from the one in which they live./ Understand the effect of changing seasons on the natural world around them.  During year 1, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions. | | | |
| **Seasonal changes**  Pupils should be taught to:   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. * The King who banned the dark – Emily Howarth-Booth | | | |
| **Science** | * Animals including **Humans 1** * **Everyday materials 1** * **Seasonal Change**   Space - Oak academy – first half term  Book: Moon Zoo - care of creatures  Materials – (second half term - main focus)  making space suits  Floating, sinking and flying – wind diection (wind socks)  Courageous People and Inventors who changed the world – Hidi Poelman  **Light and dark –** link light with seeing and eyes in the human body and other animals – how do they see? Senses. Length of day and its effects. Link with animals that occupy the nighttime and daytime.  Explore how animals inc humans move. Weightlessness in space akin to flying. – see computing movement | | * **Animals including Humans 1** * **Living things and their Habitats** * **Plants1** * **Seasonal Change**   Where do baboons live? Linked with English ‘ Baboon on the Moon’ teaching sequence. What land and oceans would we need to cross to be able to find a baboon? Does their habitat look or feel like the habitat of a penguin? Poles and equator.  Observe and describe the weather associated with the seasons and how day length varies  **Length of day and how this effects plant growth.** Link with animals that occupy the nighttime and daytime. – link with light and dark link light with seeing and eyes in the human body and other animals – how do they see?  . | * **Use of everyday materials 2** * **Plants 1** * **Seasonal change**   (see ventrus curriculum overviews and Chris Quiggley science)  **To investigate living things** –( inc plants- to understand plants)  Plants – Growing and caring for plants? What do plants need to survive? Light dark, water, soil. Plant beans, carrots and sunflowers. How do we care for these plants?  Minibeasts/plants care and monitoring. Bug hotels  **To understand animals and humans**  Minibeasts – Explore the world of Mini beasts and the varieties we find on land and in water.  Compare animals – define mammals, reptiles and birds.  Water creatures - pond creatures (minibeast 1st half term. Sea creatures focus - living in a rock pool – towards 2nd half term) see trip to Saunton sands    Explore how animals move. – see computing movement  **Light and dark –** link light with seeing and eyes in the human body and other animals – how do they see? Senses. Length of day and how this effects animals and plants (growth). Link with animals that occupy the nighttime and daytime.  To understand animals and humans |
| **Art and Design** | **EYFS – Art -**  Explore, use and refine a variety of artistic effects to express their ideas and feelings./ Return to and build on their previous learning, refining ideas and developing their ability to represent them./ Create collaboratively, sharing ideas, resources and skills.  Music & Performance - Listen attentively, move to and talk about music, expressing their feelings and responses./ Watch and talk about dance and performance art, expressing their feelings and responses./ Sing in a group or on their own, increasingly matching the pitch and following the melody.  **Exploring and using media and materials**  1. Children develop their own ideas through selecting and using materials and working on processes that interest them.  2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.  **Being imaginative**  1. Children talk about the ideas and processes which have led them to make music, designs, images or products.  2. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.  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. | | | |
| **Art and Design** | Peter Thorpe – Space artist  **In the dark of the night** – Vincent Van Gogh – The Starry Night  Artemisia Gentileschi - Gentileschi painted The Annunciation (above) in 1630. It shows the Angel Gabriel telling the Virgin Mary that she was going to have a baby who was the Son of God. | Chris Quigley milestones  **Scenes of the Sea**  The Great Wave &  From the late 15th century, explorers started to follow new sea routes and find new places around the world. This also led to countries going to war and battling at sea for their rights to new lands. Many maritime paintings at this time displayed these naval battles. The Netherlands was a wealthy trading nation in this era and often at war, so this became a significant theme in the paintings of the Dutch Golden Age in the 17th century  Ivan Aivazovsky was a Russian Romantic painter who many people consider to be one of the best painters of the sea.  **Love for Landscape**  Landscape art has always been very popular. A picture of a landscape shows natural scenery, such as trees, rivers, forests and mountains, and is usually a wide view of these things. The sky is almost always included in the picture. Many artists copy a real scene although the landscape created can also be completely imaginary. In the 18th century, watercolour painting, mostly of landscapes, became an English speciality with the most important and popular artists of the time dedicating their work to painting landscapes so that people could appreciate the natural beauty of the country. | | Chris Quigley milestones  **Look at different materials used to make a crown classify into groups . Sewing fabric squares // marbling fabric/paper // manipulating wire /cardboard / *Looking at colour shape and form of jewels and patterns in clothing and crowns etc. from the 1500 and 2000***  Time for play  Many pieces of art have been created to show people enjoying their favourite hobbies and pastimes. Whether people are playing sports and games, reading, dancing or enjoying music (as you can see in The Lost Chord painted by Stephen Samuel Lewin in 1892), artists have tried to capture those precious moments of people relaxing and happily enjoying their spare time. The type of activity being enjoyed, as well as the clothing and equipment used, can give us clues about when the piece of art was created and the wealth of the person or group of people who are the focus of the picture. For example, people in the past who are shown reading or playing a musical instrument have probably had a good education. Many paintings from the Victorian period (1830–1901) show wealthy people enjoying their leisure time. It was an era of great progress and prosperity, and artists often tried to show this in their work.  Food  Giuseppe Arcimboldo (1526-1593) Italian portrait artist Johannes Vermeer (1632-75) Dutch Baroque artist Paul Cézanne (1839-1906) French Post-Impressionist painter Carl Warner (born 1963) British contemporary artist and photographer Jason Mecier (born 1968) American contemporary artist  Scenes of the sea ( a dip into ) |
| **Computing** | 1  Pupils should be taught to:   * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * 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 | | | |
| **Barefoot computing**  Busy bodies – see ICT folder for lessons  Parts of the body  Make a body  Look how we grow  Movement algorithms  **Crazy character algorithms** | Use and program Bee Bots to follow a set of instructions.  Use technology to photograph and manipulate artwork.  **Barefoot computing**  **Patterns Unplugged Activity: Elephants, Cats and Cars** – see ICT folder for lessons  **Crazy character algorithms** | | Photograph the stages of plants growth planting etc. Design a programme choosing kings or queens.  **Barefoot computing**  Busy bodies – see ICT folder for lessons  Parts of the body  Make a body  Look how we grow  Movement algorithms |
| **Design and Technology** | Y1:   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * Evaluate * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria * Technical knowledge * build structures, exploring how they can be made stronger, stiffer and more stable * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. * Baking bread | | | |
| Building rockets  Building ships | Make own bridges and castles. Plan build and evaluate.  Design own set for a palace/castle room in a box.  Planning and making a mini beast hotel/pond | | **Cooking and nutrition** KS1 obj.   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from   **Books**– The world came to my place today./ Oliver’s Fruit Salad  Making fruit salad – smoothies – using tools for cutting  Planning and making a mini beast hotel/pond |
| **Geography** | Development Matters 9 UtW – Geography - Draw information from a simple map./ Understand that some places are special to members of their community./ Recognise that people have different beliefs and celebrate special times in different ways./ Recognise some similarities and differences between life in this country and life in other countries./  Y1 Pupils should be taught to:  **Human and physical geography**  use basic geographical vocabulary  **Geographical skills and fieldwork**  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 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 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 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.   * *Use world maps ,atlases and globes to identify the uk and its countries as well as the countries continents and oceans studies.* * *Name and locate the words coninents and oceans* * *Use simple fieldwork and observational skills to study the geography of the school and the key human features of its surrounding environments* * *Use ariel images and plan perspectives to recognise landmarks and basic phyical features.* * *Identify seasonal and daily weather patterns in the united Kingdomand the locationof hot or cold areas of the world in relation to the equator and the North and South Poles.* * *Use compass directions (north , south east and west) locational language (eg. Near and far) to describe the location of features and routes on a map.* * *What is weather?* * *Seasonal changes* * *Weather symbols* | | | |
| Christopher Columbus  Book  Follow the Dream: the story of Christopher Columbus (ages 4- 8) Peter Sis  I am Neil Armstrong – Brad Meltzer - a dip into.  Look at the globe where did Neil Armstrong live? Where did he travel too? Where did Christopher Columbus come from? Where did he travel too? | **Mapping the world**  **Describing maps of the World :2**  **Continent and oceans**  **Climate**  **Weather**  **What is the earth? What is a globe? What is a map? What is an atlas? What is a compass rose? What is a globe? What is a satellite image? What is the earth’s crust that is not submerged by water? What is a continent? Which is the biggest continent? What does saline mean? What are Oceans that are enclosed called? What is a country? Which continent is uninhabited? Where polar climates are found? Where equatorial climates are found? Where desert climates are found?**  Define the word ‘climate'. • Define the word ‘weather'. • Describe the physical features of polar climates. • Describe the physical features of equatorial climates. • What is another name for equatorial climates? • Describe the physical features of desert.  Begin unit with Santa’s journey around the globe. Use google maps (internet see history) to map his journey. Link with ‘Man on the moon’ ( English ) to see the earth from space. | |  |
| **History** | Development matters 9 UtW – History - Comment on images of familiar situations in the past./Compare and contrast characters from stories, including figures from the past.  1. Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.  2.They know that other children have different likes and dislikes and that they may be good at different things.  3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.  Pupils should be taught about:   * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * 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] * 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] * significant historical events, people and places in their own locality. | | | |
|  | **Christopher Columbus and Neil Armstrong**  Christopher Columbus  Book  Follow the Dream: the story of Christopher Columbus (ages 4- 8) Peter Sis  I am Neil Armstrong – Brad Meltzer - a dip into.  Extra focus  Great woman who changed the world  Great woman who made History  Kate Pankhurst  Courageous People and Inventors who changed the world – Hidi Poelman | Describing maps of the world:2  **Sir Tim Berners-Lee**  Sir Tim Berners-Lee is widely seen as the inventor of the world wide web.The world wide web is a collection of web pages that can be found by using the internet. Berners-Lee has worked with computers all his life and came up with an idea that would allow people to share information with each other quickly and easily. By putting important information online, people would be able to share work and ideas at any time of the day from anywhere in the world. Berners-Lee's invention changed the world in lots of ways: improving communication and changing the way we shop, socialise and learn. Berners-Lee Quick summary continues to work with technology and its future applications.  **Grace Darling**  Grace Darling spent nearly all her life on the tiny Farne Islands, off the coast of Northumberland. Her father, William, was keeper of the Longstone Lighthouse there. On the night of 7 September 1838, Darling looked out from a window and saw the wreck of a steamship in the stormy water. A small group of survivors was clinging to the rocks. Her father knew it would not be possible to send for a lifeboat from the nearby village so the two of them bravely set off in a small rowing boat. They rescued nine survivors from the rocks and the event changed Darling's life forever. | |  |
| **MFL** | Non statutory | | | |
| **Music** | Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music   EYFS Expressive Arts & Design: Exploring & Using Media and Materials: Enjoys joining in with dancing and ring games.  • Sings a few familiar songs.• Beginning to move rhythmically.• Imitates movement in response to music.• Taps out simple repeated rhythms.• Explores and learns how sounds can be changed. 30/50 Begins to build a repertoire of songs and dances.  • Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to  express and respond to feelings, ideas and experiences.40/60 | | | |
| Chranga  Music- Classical early morning listening | Chranga  Music- Classical early morning listening | | Chranga  Music- Classical early morning listening |
| **Physical Education** | Pupils should be taught to:   * 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 participate in team games, developing simple tactics for attacking and defending. * perform dances using simple movement patterns. | | | |
| * PE sessions with Mr Day * Real PE * Funfit * LEAP | * PE sessions with Mr Day * Real PE * Funfit * LEAP | | * PE sessions with Mr Day * Real PE * Funfit * LEAP * Gym Rec |
| **PSHE** | **PSHE 1 decision**  Twinkl PSHE | | | |
| Christian/ family values  September – Friendship and community  October- Respect and dignity  November/December – Peace | Christian/ family values  January- Truthfulness, honesty and wisdom  February – love and Compassion  March – Hope and Aspirations  April – Trust | | Christian/ Family Values  April – Trust  May – thankfulness and appreciation  June/July – Courage  **PSED—Self-confidence & Self-awareness**  • Can select and use activities and resources with help.  • Welcomes and values praise for what they have done.  • Enjoys responsibility of carrying out small tasks.  • Is more outgoing towards unfamiliar people and more confident in new social situations.  • Confident to talk to other children when playing, and will communicate freely about own  home and community.  • Shows confidence in asking adults for help.  **PSED—Managing feelings & Behaviour**  **PSED—Making Relationships** |
|  | Dilema Drops – read and discuss problems from the cards  Story books – see aligned sorting cards & extra activities | Dilema Drops – read and discuss problems from the cards  Story books – see aligned sorting cards & extra activities | | Dilema Drops – read and discuss problems from the cards |
| **Religious Education**  **Year Overview** | We follow a whole school RE scheme of work which supports Devon’s agreed syllabus. In Key Stage 1 the themes covered are:- | | | |
| **Religious Education**  **Understanding Christianity** | Autumn 1 UC  REC theme: Special people  Key Question:  What makes people special?  Religion Christianity/ Judaism  Year 1  Concept: Creation  Key question: Who made the world?  Religion: Christianity  Autumn 2  Rec/Year 1 Concept: Incarnation  Key Questions Rec:why do Christians perform Nativity Plays at Christmas?  Key Question Year 1: Why does Christmas matter to Christians?  Religion | Spring –  **Spring 1**  **Rec** Theme: Celebrations  Key Question: How do people celebrate?  Religions: Islam, Judaism  **Year 1** Theme:  Jesus as a friend  Key Question: Was it always easy for Jesus to show friendship?  Religion: Christianity  **Spring 2**  **Concept Rec/Year1 –** Salvation  Key question **Rec** : why do Christians put a cross in an Easter Garden?  Key Question **Year1**: Why does Easter matter to Christians? | | Summer  **Summer 1**  **Rec** Theme: Stories  Key Question: What can we learn from stories?  Religion: Buddhism, Christianity, Islam, Hinduism, Sikhism  **Year 1** Theme: Shabbat  Key Question: Is Shabbat important to Jewish children?  Religion: Judaism  **Summer 2**  **Rec** Theme: Special places  Key Question: What makes places Special?  Religions: Christianity, Islam, Judaism  Year 1 Theme: Rosh Hashanah and Yom Kippur  Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish Children?  Religion: Judaism |
| **Trips** | Planetarium Dome | Coddon hill compass point to map what lies around us. Where is the Atlantic ocean? | | Ilfracombe Victorian week?? |
| **Memorable middle** |  |  | |  |
| **Fantastic Finish** | Astronomical Society to look at the stars. Rick Dooley + space activities – Space age Christmas tree make space linked Christmas decorations. | Orienteering and picnic at the end point. (Tawstock Tower) | | Victorian Feast and games in hall for parent to join in. |

**Notes: look at Oak Academy space units**