






St Thomas Primary School
Long Term Curriculum Plan 2023-2024



YEAR 2

YEAR 2	AUTUMN TERM: PROJECT 1	SPRING TERM: PROJECT 2	SUMMER TERM: PROJECT 3
KNOWLEDGE RICH LEARNING PROJECT	MOVERS AND SHAKERS- <i>Knowledge rich project</i>  This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.	 COASTLINE- <i>Knowledge rich project</i> This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.	 MAGNIFICENT MONARCHS- <i>Knowledge rich project</i> This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.
ESSENTIAL QUESTION	Which significant person made the greatest impact on life today?	Why is Whitby significant?	Which sovereign made the greatest impact?
COMMUNITY DRIVER	Harvest festival Changes within the environment- Who changed Huddersfield? - The Ramsden family.	Belonging to a group (Brownies, Scouts etc) Sense of locality- How is Huddersfield different to Yorkshire's coastline towns? Differing communities-industrial/tourism	Significant people in the local area – Harold Wilson- links to Queen Monuments- Victoria Tower- Castle Hill for Queen's Jubilee
CITIZENSHIP DRIVER	Waste Environment Helping those less fortunate	Geographical knowledge of the world and around the world (locations/maps)	Curiosity Nationalities Global environment Belonging
IMMERSIVE IDEAS	Art gallery of famous people from history both local and national	Lighthouse, beach scene	Royal Residences
EDUCATIONAL VISITS IDEAS	Tolson Museum- Ramsden family Trail (they bought Huddersfield)	Sealife Centre Coast trip-?	Visit to Harold Wilson statue Castle Hill -Victoria Tower
KRP OBJECTIVES	MOVERS AND SHAKERS- HISTORY DRIVER Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people- Choose from below	COASTLINE – GEOGRAPHY DRIVER Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism Location	MARVELLOUS MONARCHS- HISTORY DRIVER Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions

	<p>and those who shaped Huddersfield – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn 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. <p>Breath</p> <ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <p>Geography-Historical landmarks; Significant places</p> <p>Features</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Breadth</p> <ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Features</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Fieldwork</p> <ul style="list-style-type: none"> 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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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 studied at this key stage. <p>Breath</p> <ul style="list-style-type: none"> Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understand the processes that give rise to key physical 	<p>and impact; Historical models</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn 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. <p>Breadth</p> <ul style="list-style-type: none"> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <p>Geography-Significant places – royal residences</p> <p>Fieldwork</p> <ul style="list-style-type: none"> 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>Breadth</p> <ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
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	<p>PSHE-Modern day significant people</p> <p>Relationships</p> <ul style="list-style-type: none"> • Learn about what is kind and unkind behaviour, and how this can affect others. • Learn how to listen to other people and play and work cooperatively. • Learn how to talk about and share their opinions on things that matter to them <p>World</p> <ul style="list-style-type: none"> • Learn about what rules are, why they are needed, and why different rules are needed for different situations. <p>Well-being</p> <ul style="list-style-type: none"> • Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things. 	<p>and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>A&D-Materials and techniques</p> <ul style="list-style-type: none"> • Learn 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. • Use a range of materials creatively to design and make products. <p>History-Jobs in the past; Significant people – Captain Cook</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally or globally. • Learn 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. <p>Music-Sea shanties</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p>PSHE-Special people; Staying safe; Strengths and goals</p> <p>Well-being</p> <ul style="list-style-type: none"> • Learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). • Learn about rules and age restrictions that keep us safe. • Learn about the people who help us to stay physically healthy. • Learn about the people whose job it is to help keep us safe. • Learn about what to do if there is an accident and someone is hurt. • Learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • Learn how to get help in an emergency (how to dial 999 and what to say). • Learn how to keep safe in the sun and protect skin from 	
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				<p>sun damage.</p> <ul style="list-style-type: none">Learn that household products (including medicines) can be harmful if not used correctlyLearn to recognise risk in simple everyday situations and what action to take to minimise harm.Learn ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. <p>Relationships</p> <ul style="list-style-type: none">Learn about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually).Learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. <p>World</p> <ul style="list-style-type: none">Learn that everyone has different strengths.		
MINI PROJECTS	SCIENCE	<p>Habitats <i>This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.</i></p> <p>Habitats-</p> <ul style="list-style-type: none">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.Identify that most living things live in habitats to which they are suited and describe how	<p>Human Survival <i>This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.</i></p> <p>Animals-</p> <ul style="list-style-type: none">Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Describe the importance for humans of exercise, eating the right amounts of different types	<p>Plant Survival Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant growth; Unusual plants; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</p> <p><i>This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants first-hand, recording changes over time and identifying what plants need to grow and stay healthy.</i></p> <p>Plants-</p> <ul style="list-style-type: none">Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Observe and describe how seeds and bulbs	<p>Uses of Materials Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability and recycling; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research</p> <p><i>This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.</i></p> <p>Materials</p> <ul style="list-style-type: none">Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.Identify and compare the suitability of a	<p>Animal Survival Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals and reptiles; Seasonal changes in animals; Habitat improvements; Working scientifically – Identifying and classifying, Observing changes over time; Pattern seeking; Research</p> <p><i>This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</i></p> <p>Enquiry</p> <ul style="list-style-type: none">Ask simple questions and recognise that they can be answered in different ways.Gather and record data to help in answering questionsIdentify and classify.Observe closely, using simple equipment.Perform simple tests.Use their observations and ideas to suggest answers to questions. <p>Habitats</p> <ul style="list-style-type: none">Describe how animals obtain their food from

		<p>different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none">Identify and name a variety of plants and animals in their habitats, including microhabitats.Explore and compare the differences between things that are living, dead, and things that have never been alive. <p>Enquiry-</p> <ul style="list-style-type: none">Perform simple tests.Use their observations and ideas to suggest answers to questions.Gather and record data to help in answering questions.Observe closely, using simple equipment.Identify and classify.Ask simple questions and recognise that they can be answered in different ways.	<p>of food, and hygiene.</p> <ul style="list-style-type: none">Notice that animals, including humans, have offspring which grow into adults. <p>Enquiry-</p> <ul style="list-style-type: none">Perform simple tests.Use their observations and ideas to suggest answers to questions.Gather and record data to help in answering questions.Observe closely, using simple equipment.Identify and classify.Ask simple questions and recognise that they can be answered in different ways. <p><i>Some objectives can also link to RHE-Healthy Lifestyles</i></p>	<p>grow into mature plants.</p> <p>Habitats</p> <ul style="list-style-type: none">Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats. <p>Enquiry</p> <ul style="list-style-type: none">Ask simple questions and recognise that they can be answered in different ways.Gather and record data to help in answering questions.Identify and classify.Observe closely, using simple equipment.Perform simple tests.Use their observations and ideas to suggest answers to questions. <p>Breadth-</p> <ul style="list-style-type: none">Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	<p>variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Enquiry</p> <ul style="list-style-type: none">Ask simple questions and recognise that they can be answered in different ways.Gather and record data to help in answering questions.Identify and classify.Observe closely, using simple equipment.Perform simple tests.Use their observations and ideas to suggest answers to questions. <p>Breadth</p> <ul style="list-style-type: none">Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	<p>plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <ul style="list-style-type: none">Identify and name a variety of plants and animals in their habitats, including microhabitats.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. <p>Animals</p> <ul style="list-style-type: none">Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Notice that animals, including humans, have offspring which grow into adults. <p>Materials</p> <ul style="list-style-type: none">Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <p>Breadth</p> <p>Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</p>
	GEOGRAPHY/ HISTORY	<p>Let’s Explore the World- GEOGRAPHY</p> <p>Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork</p>		<p>Jobs in the past; Significant people – Captain Cook</p> <ul style="list-style-type: none">Learn about events beyond living memory that are significant nationally or globally.Learn about the lives of significant individuals in the past		<p>Geography revision and retrieval practice</p>







		<p><i>This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</i></p> <p>Location-</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Features- -</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Places-</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. <p>Fieldwork</p> <ul style="list-style-type: none"> 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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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 studied at this key stage. <p>Breath</p> <ul style="list-style-type: none"> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. 		who have contributed to national and international achievements. Some should be used to compare aspects of life in different period	
	ART AND	Mix it 2	Still Life Still life; Colour study;	Flower Head	Portraits and Poses Portraiture; Royal portraits; Sketching; Digital artwork

	<p>DESIGN</p>	<p>Colour theory; Colour wheel; Primary and secondary colours</p> <p><i>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork</i></p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. • Use a range of materials creatively to design and make products. • Evaluate and analyse creative works using the language of art, craft and design. 	<p>Compositions</p> <p><i>This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.</i></p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. • Use a range of materials creatively to design and make products. • Evaluate and analyse creative works using the language of art, craft and design. • Produce creative work, exploring their ideas and recording their 	<p>Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms</p> <p><i>This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</i></p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>Breadth</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design. • Produce creative work, exploring their ideas and recording their experiences. 	<p><i>This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.</i></p> <ul style="list-style-type: none"> • Learn 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. • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>Breadth</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design. • Produce creative work, exploring their ideas and recording their experiences.
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			experiences.		
	DT	<p>Remarkable Recipes Sources of food; Kitchen tools; Reading recipes; Hygiene rules; Making a school meal</p> <p><i>This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.</i></p> <p>Food</p> <ul style="list-style-type: none"> Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes. <p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria <p>Breadth</p> <ul style="list-style-type: none"> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 	<p>Beach Hut. Structures – strengthening and joining</p> <p><i>This project teaches children about making and strengthening structures, including different ways of joining materials.</i></p> <p>Technical</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. <p>Breadth</p> <ul style="list-style-type: none"> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 	<p>Cut, Stitch and Join Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag</p> <p><i>This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.</i></p> <p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> 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 	<p>Push and Pull Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts</p> <p><i>This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.</i></p> <p>Technical</p> <ul style="list-style-type: none"> Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Design</p> <ul style="list-style-type: none"> 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.

				<p>components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p> <ul style="list-style-type: none">• Explore and evaluate a range of existing products.• Evaluate their ideas and products against design criteria.	<p>Make</p> <ul style="list-style-type: none">• 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. <p>Evaluate</p> <ul style="list-style-type: none">• Evaluate their ideas and products against design criteria.• Explore and evaluate a range of existing products. <p>Breadth</p> <ul style="list-style-type: none">• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
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OWN SCHEME SUBJECTS	RE Kirklees agreed syllabus		How can we look after our planet?	Christmas LTC 	How is new life welcomed?	How can we make good choices?	How and why do people pray?	Hajj LTC 
	BIG QUESTION		Can one person change the world?	What is the greatest gift?	What is the most valuable thing in the world?	Why do mistakes help us to learn?	Does God Answer?	Can a holy place be outside?
	Faith week Theme	Year A	Holy Trinity	Christmas	Prayer and ritual: The Lord’s Prayer	Easter	Pentecost	St Thomas Day
		Year B	The uniqueness of Jesus	Christmas	Eucharist	Easter	Salvation/Forgiveness	St Thomas
	MUSIC Charanga		Hands, Feet, Heart.	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship song	Reflect, Rewind and Replay
	COMPUTING Teach Computing		Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Digital photography Capturing and changing digital photographs for different purposes.	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.
	PSHE/RSHE Based on PSHE association scheme		What makes a good friend?	What is bullying?	What helps us to stay safe?	What jobs do people do?	What helps us grow and stay healthy?	How do we recognise our feelings?
	PE Please see Beyond Physical scheme		1. Look, Run, Avoid 2. Throw, Prepare, Catch	1. Agility, balance, coordination 2. Duel, Win, Lose	1. Inspire, create, perform 2. Hands, Feet, equipment	1. Strike, React, Rally 2. Fair, Share, Dare	1. Jump, Shape, Create 2. Target, Control, Combine	1. Run, Jump, Throw 2. React, Roll, Retrieve
ORACY IDEAS								
MATHS – WHITEROSE			 AUTUMN TERM WHITE ROSE MATHS	SPRING TERM WHITE ROSE MATHS			SUMMER TERM WHITE ROSE MATHS	
ENGLISH TEXT SUGGESTIONS			Fiction-Look Up! by Nathan Bryon Non-Fiction- Rosa Parks- Little people, big dreams Poem- Autumn is Here- Top Marks		Fiction- Katie Morag and the New Pier - Mairi Hedderwick Non-Fiction- Emergency Rescue: Meet Real-life Heroes Poem-		Fiction- Queen Victoria’s Bathing Machine – Victoria Whelan Non-Fiction- How Flowers Grow (Usborne Beginners) Poem- The great fire of London- George Szirtes	

SCHOOL VALUE WORD						
BRITISH VALUES	<p>Democracy- The promotion of democracy is extensive within the school. Pupils are vote in their classes for representatives for school council and collective worship council. Pupil voice is sought out regularly through school council, collective workshp councils, prefects, house captains, playleaders and pupil questionnaires. Children are consulted and contribute to the development of school policies, for example our behaviour policy and subject monitoring. The principle of democracy is explored in many areas of our knowledge rich topics and through our PSHE/RSE curriculum.</p> <p>Individual Liberty - Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our ‘Online safety’ and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, choosing the level of challenge in some lessons and deciding what to present at class worship.</p> <p>The Rule of Law-The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship times. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.</p> <p>Mutual Respect & Tolerance- As a Church of England school, our ethos is based around core Christian values, including respect. Our aims are firmly based on the value of community and respect, which permeates all aspects of school life, including our school improvement plan and behaviour policy. This is supported by our values led worship time and display, with a different value each half-term. Tolerance is achieved through enhancing pupils understanding of their place in a culturally diverse school and society and by giving them opportunities to share their own faiths, beliefs and cultures. Worship times and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Children have a school visit to different places of worship during their time at school and we actively encourage children and staff to share their own experiences of faith and belief.</p>					
OTHER EVENTS	<ul style="list-style-type: none">• Black History Month- October• Harvest Festival - October• Diwali-October• Bonfire Night – 5th November• Remembrance Day- 11th November• Anti-Bulling Week November• Hannukah- December• Christmas -Church and school events		<ul style="list-style-type: none">• Chinese New Year- Jan• Children’s Mental Health Week-Feb• Safer Internet Day-• Shrove Tuesday/Ash Wednesday-• Pride- May• World Book Day March• British Science Week- March• Holi- March• Mother’s Day• Ramandan -March/April• Easter- Church and Activities		<ul style="list-style-type: none">• Eid El-Fitr- April• Walk to School Week- May• Mental Health Awareness Week- May• Father’s Day- June• Eid-Al-Adha- June/July	