






St Thomas Primary School
Long Term Curriculum Plan 2022-2023



YEAR 1

YEAR 1	AUTUMN TERM: PROJECT 1	SPRING TERM: PROJECT 2	SUMMER TERM: PROJECT 3
KNOWLEDGE RICH LEARNING PROJECT	CHILDHOOD- <i>Knowledge rich project</i>  <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p>	 <p>BRIGHT LIGHTS, BIG CITY- <i>Knowledge rich project</i> This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p>	 <p>SCHOOL DAYS- <i>Knowledge rich project</i> This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p>
ESSENTIAL QUESTION	What was it like to be a child in the 1950's?	What is life in London like today? What was life in London like in 1666?	What do we know about the history of our school?
COMMUNITY DRIVER	Harvest festival - links to church and Welcome Centre. Communication with those who lived in the 1950s- link to family members, church members and to the local care centre.	Changes within the environment- how Huddersfield is a town and different to London as a city. What is it like to live in London? How did community help at the time of the Great Fire of London?	Exploring history of our community and school Roles and Responsibilities of people in the community (<i>police, fire, NHS workers-link to reception, faith leaders-church in our school, LA, Governors, DSLs</i>) Positive contributors- to our school- ex-staff and pupils sharing their memories.
CITIZENSHIP DRIVER	Helping those less fortunate -What should we be grateful for? Comparing 1950s Britain to 2020 Britain	Geographical understanding: Where are we in relation to our capital? What makes a capital city? Importance of local and national landmarks-	Community and sense of belonging Changes in the school environment How can we make a positive contribution?
IMMERSIVE IDEAS	Images from the 1950's (Queen's coronation and home life), make a museum of children's toys old and new.	London skyline, London landmark images and models, Maps of London, images of fire of London and buildings.	Chalk boards and chalk, Images of Victorian classrooms
EDUCATIONAL VISITS IDEAS	Eureka! Ilkley Toy Museum	TBC	Bradley/Huddersfield Victorian building tour Victorian Classroom visit/day
KRP OBJECTIVES	CHILDHOOD- HISTORY DRIVER Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant	BRIGHT LIGHTS, BIG CITY – GEOGRAPHY DRIVER Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and	SCHOOL DAYS- HISTORY DRIVER Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian

	<p>events – Queen's coronation; Enquiry</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>Breadth</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 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-Settlements; Changes over time</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"> 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. <p>PSHE-Stages of life; Changes</p>	<p>seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities</p> <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. 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>Location</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Place</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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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>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 	<p>schools; Significant people – Samuel Wilderspin</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>Breadth</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 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-Fieldwork; Human and physical features; Maps; Local environment; Changes over time</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>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 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>Breadth</p>
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	<p>Well-being</p> <ul style="list-style-type: none"> Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. Learn about growing and changing from young to old and how people's needs change. Learn about preparing to move to a new class/year group. 	<p>context for understanding the actions of processes.</p> <p>A&D- Drawing</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. 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>Computing-Searching the web; Algorithms; Logical reasoning; Programming; Common uses of information technology</p> <ul style="list-style-type: none"> Create and debug simple programs. Recognise common uses of information technology beyond school. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>History-Monarchy; Significant event – Great Fire of London</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>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'. <p>Music-Nursery rhymes</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p>PSHE-Speaking, listening and sharing</p> <ul style="list-style-type: none"> Relationships- Learn how to listen to other people 	<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. <p>PSHE-Special people; Positive contributions</p> <p>Well-being</p> <ul style="list-style-type: none"> Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. Learn about growing and changing from young to old and how people's needs change. Learn about preparing to move to a new class/year group. <p>World</p> <ul style="list-style-type: none"> Learn about the different roles and responsibilities people have in their community. 3 Year 1 Relationships Learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. Learn about things they can do to help look after their environment. Learn about what rules are, why they are needed, and why different rules are needed for different situations. <p>Relationships</p> <ul style="list-style-type: none"> Learn how to listen to other people and play and work cooperatively. Learn to identify the people who love and care for them and what they do to help them feel cared for.
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				and play and work cooperatively.		
MINI PROJECTS	SCIENCE	<p>Everyday Materials Materials; Natural materials; Human-made materials; Grouping materials; Properties of materials; Venn diagrams; Comparing and testing materials; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p> <p><i>This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.</i></p> <p>Materials</p> <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties. Describe the simple physical properties of a variety of everyday materials. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. <p>Enquiry</p>	<p>Human Senses</p> <p><i>This project teaches children that humans are a type of animal, known as a mammal. They name body parts and recognise common structures between humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.</i></p> <p>Animals</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <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. 	<p>Seasonal Changes Seasons; Seasonal changes in deciduous and evergreen trees; Seasonal changes in animals; Weather; Seasonal weather; Day length; Investigating the Sun; Measuring wind; Measuring temperature; Measuring precipitation; Weather forecasting; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</p> <p><i>This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.</i></p> <p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <p>Seasons</p> <ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. Observe changes across the four seasons. <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>Breath</p> <ul style="list-style-type: none"> Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. 	<p>Animal Parts Animals' body parts; Animal groups – amphibians, birds, fish, invertebrates, mammals, reptiles; Carroll and Venn diagrams; Pets; Carnivores, herbivores and omnivores; Earthworms; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research</p> <p><i>This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for.</i></p> <p>Animals</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <p>Enquiry</p> <ul style="list-style-type: none"> Identify and classify. Ask simple questions and recognise that they can be answered in different ways. Gather and record data to help in answering questions. 	<p>Plant Parts Wild and garden plants; Seasonal changes; Plant parts; Seeds and bulbs; Investigating leaves; Importance of plants; Working scientifically – Identifying and classifying, observing changes over time, Pattern seeking, Research, Comparative test</p> <p><i>This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.</i></p> <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <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







		<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 understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. 	<ul style="list-style-type: none"> • Identify and classify. • Ask simple questions and recognise that they can be answered in different ways 		<ul style="list-style-type: none"> • 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>observations and ideas to suggest answers to questions.</p> <p>Breadth</p> <ul style="list-style-type: none"> • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. • Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
	<p>GEOGRAPHY/ HISTORY</p>	<p>Our Wonderful World- GEOGRAPHY Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; Countries and capital cities of the UK; Protecting natural environments; Fieldwork</p> <p><i>This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.</i></p> <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>Monarchy; Significant event – Great Fire of London</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. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. 	<p>Geography revision and retrieval practice</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>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>Place</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>ART AND DESIGN</p>	<p>Mix it 1 Colour theory; Colour wheel; Primary and secondary colours <i>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary</i></p>	<p>Funny Faces and Fabulous features Portraiture; Collage <i>This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</i></p>	<p>Rain and Sunrays Motifs; Line and shape; Texture; Collagraphy <i>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</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 	<p>Street View 3-D murals; Buildings; Significant people – James Rizzi <i>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.</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.

		<p><i>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. <p>Breath</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design. 	<p>A&D</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>Breath</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>DT- Stitching to join materials; Embellishing</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 	<p>space.</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. <p>Breath</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. 	<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>Breath</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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			ingredients, according to their characteristics.		
	DT	<p>Shade and Shelter Investigating existing products; Designing and making shelters and dens; Prototypes; Safety rules; Materials</p> <p><i>This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.</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. <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>Breath</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>Taxi! Mechanisms – wheels, axles and chassis</p> <p><i>This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</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 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. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. <p>Breath</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>Chop, Slice and Mash Sources of food; Food preparation techniques; Hygiene rules; Designing and making salads and sandwiches</p> <p><i>This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to 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. <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"> Evaluate their ideas and products against design criteria. Explore and evaluate a range of existing products. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Breath</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. 	
OWN SCHEME	RE Kirklees agreed syllabus	1:1 Which books and stories are special? Christmas	1:2 How do we celebrate special events?	1:4 How and why do we care for others? Easter	1:3 What does it mean to belong to a church or a mosque?

BIG QUESTION		What is my story?		What makes me happy?	Who is the Most Important Person?	What makes me, me?	
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		Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
COMPUTING Teach Computing		Technology around us <i>Recognising technology in school and using it responsibly.</i>	Digital painting <i>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</i>	Moving a robot <i>Writing short algorithms and programs for floor robots, and predicting program outcomes.</i>	Grouping data <i>Exploring object labels, then using them to sort and group objects by properties.</i>	Digital writing <i>Using a computer to create and format text, before comparing to writing non-digitally.</i>	Programming animations <i>Designing and programming the movement of a character on screen to tell stories.</i>
PSHE/RSHE Based on PSHE association scheme		Who is special to us?	What is the same and different about us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
PE		BALL SKILLS	GYM	TENNIS (2 x 35mins)	DANCE	ATHLETICS	BALANCEABILITY
ORACY IDEAS							
MATHS – WHITEROSE		 AUTUMN TERM WHITE ROSE MATHS	SPRING TERM WHITE ROSE MATHS		SUMMER TERM WHITE ROSE MATHS		
ENGLISH TEXT SUGGESTIONS		Fiction-Dogger/ Lost Toy Museum Non-Fiction- Terrific Toys in the Past Poem- Please Mrs Butler		Fiction- A Walk in London/ Last Stop on Market Street Non-Fiction- This is London/ Big City Atlas Poem- The Great Fire of London- George Szirtes			

<p>SCHOOL VALUE WORD</p>						
<p>BRITISH VALUES</p>	<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 worship 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>					
<p>OTHER EVENTS</p>	<ul style="list-style-type: none"> • Black History Month- October • Harvest Festival - October • Diwali-24th October • Bonfire Night – 5th November • Remembrance Day- 11th November • Anti-Bulling Week 14-18th November • World Cup- 21st Nov-18th December • Hannukah- 15th-26th December • Christmas -Church and school events 		<ul style="list-style-type: none"> • Chinese New Year- 22nd Jan • Children’s Mental Health Week-6th-12th Feb • Safer Internet Day- 14th Feb • Shrove Tuesday/Ash Wednesday- 21st/22nd • LGBTQT • World Book Day 2nd March • British Science Week- 10-19th March • Holi- 8th March • Mother’s Day • Ramandan -21st March-22nd April • Easter- Church and Activities 		<ul style="list-style-type: none"> • Eid El-Fitr- 21st/22nd April • Walk to School Week- 15th-19th May • Mental Health Awareness Week- 13-20th May • Father’s Day- 18th June • Eid-Al-Adha- 28th June-2nd July 	

