

	Topic Cycle A					
	Helpful Heroes		What a Wonderful World		Trains, Planes and Automobiles	
Values	Term 1 Friendship	Term 2 Generosity	Term 3 Compassion & humility	Term 4 Forgiveness	Term 5 Respect & Peace	Term 6 Courage & Hope
Focus	EYFS – Super me (PSHE/Starting school) KS1 – History (GFOL)	Music/DT Production A Midwife in crisis –Out of the Ark production	Geography Polar explorers/Cold Climates	Geography Africa – Comparing and contrasting a non uk locality	History Brunel Amelia Earhart	Journeys/Holidays
Hook ideas	Superhero theme based on the book Supertatooe Send for a superhero by Michael Rosen Clues to workout who the superheroes are –		Cold Classroom set up – bag of items linked to polar explorer e.g. map, compass, snow clothes etc. making snowflakes, icicles to decorate to add to a snow theme		Matchstick men and Matchstick cats and dogs song Trip hook	
Key Texts	Supertatooe Traction Man Vlad and the Great Fire Toby and the Great Fire of London A Day in the life of a fire station – Richard Scarry Super Douper You – Sophie Henn Hair Love		-Lost and Found -The Polar Bear Son: An Inuit Tale The Penguin who wanted to find out -Dot in the Snow	-Handa's Surprise -The Ugly Five -Meerkat Mail -One day on our Blue Planet – The Savannah	Oi, Get off our Train Amelia Earheart – Little people , big dreams	The Magic Train Ride Emma Jane's Aeroplane
Trips/Visits/Visitors	Fire engine visit		Wilson Gallery		SS Great Britain Steam train (Cheltenham)	
English Genres	Year 1 Recounts -Diary, Letter, Narrative -Story writing, Poetry Year 2 Recounts -Diary, Letter, News report, Narrative -Story writing Poetry		Year 1 Non-Chronological report, Instructions, Persuasion – posters, Explanation - flowchart Year 2 Non-Chronological report, instructions, persuasion – posters, Explanation - Flowchart		Year 1 Narrative – Story writing Recounts – news reports, postcards, letters Poetry Year 2 Narrative – Story writing Recounts – News reports, postcards, letters Poetry	
Science	Working Scientifically Materials Year 1 – Every day 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 - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Working Scientifically Seasonal Changes – Yr1 -Observe changes across the four seasons - Describe weather associated with the seasons and how day length varies. Animals Year 1 – Animals (Including Humans) - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores		Working Scientifically Plants Y1 - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. Y2 - Observe and describe how seeds and bulbs grow into mature plants	

	<p>Year 2 – Uses of every day 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 - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Y2 – Living things and their habitats</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
History	<p>Significant Events beyond living memory – Nationally</p> <p>The Great Fire of London</p>	<p>Lives of significant individuals</p> <p>International - Pasang Lhamu Sherpa – First Nepali woman to climb Everest 1993</p> <p>Lives of significant individuals</p> <p>International - George Gibbs – Antarctic Black History</p> <p>Local significant people, places and events.</p> <p>Edward Wilson</p>	<p>Local significant people, places and events.</p> <p>Isambard Brunel</p> <p>Changes within living memory</p> <p>Modes of Transport</p> <p>Lives of significant individuals</p> <p>International - Amelia Earhart</p> <p>Bessy Coleman</p>	
Geography	<p>Locational Knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Africa)</p> <p>Human and Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		
DT		<p>DT – Junk Modelling</p> <p>Tudor houses</p> <p>Design-design purposeful, functional, appealing products for themselves and other users based on design criteria --_generate,</p>	<p>DT Textiles African masks/ papier mache mobiles</p> <p>Design-design purposeful, functional, appealing products for themselves and</p>	<p>Food Tech- healthy/unhealthy lunch for train journey use the basic principles of a healthy and varied diet to prepare dishes ♣</p>

		<p>develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ 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]</p>		<p>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 Make ♣ 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</p>		<p>understand where food comes from</p>
--	--	---	--	---	--	---

				example, levers, sliders, wheels and axles]		
Art	<p>Self portraits</p> <ul style="list-style-type: none"> -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>Visit to Edward Wilson Gallery</p> <ul style="list-style-type: none"> - describing the differences and similarities between different practices and disciplines, making links to their own work.. Water colour paintings of Antarctic animals linked to Wilson Gallery 		<p>Lowry – The Train Station</p> <ul style="list-style-type: none"> -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 -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, 	
Music - Charanga	<p>Hey You-Old-School Hip Hop style</p> <p>To learn: differences between pulse, rhythm and pitch and to learn how to rap in its original form.</p> <ul style="list-style-type: none"> - listen with concentration and understanding to a range of high-quality live and recorded music - use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Rhythm in the way we walk</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - listen with concentration and understanding to a range of high-quality live and recorded music -Christmas preparation for KS1 production 	<p>In the Groove</p> <p>In The Groove -six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk</p> <ul style="list-style-type: none"> - listen with concentration and understanding to a range of high-quality live and recorded music - use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Round & Round</p> <ul style="list-style-type: none"> - listen with concentration and understanding to a range of high-quality live and recorded music - use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically 	<p>Your imagination</p> <ul style="list-style-type: none"> -listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the interrelated dimensions of music -play tuned and untuned instruments musically 	<p>Reflect, Rewind, Replay</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the interrelated dimensions of music -play tuned and untuned instruments musically

PE	Gym 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	Dance perform dances using simple movement patterns	Gym 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	Dance perform dances using simple movement patterns	Games 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	Games 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
Computing	Online Safety (Y1) – 4 lessons 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. Effective searching (Y2) – 3 lessons -Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -Recognise common uses of information technology beyond school.	Animated Stories (Y1) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Creating pictures (Y2) – 5 lessons Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Online Safety – Link to E-safety week – Discussion based	Spreadsheets (Y1) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Coding (Y1) -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.	Grouping and sorting (Y1) -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

<p>PSHE EYFS/Year 1</p>	<p>SEAL- New Beginnings (Y1 lessons) I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I know some ways to solve a problem. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I know some more ways to calm myself down when I feel scared or upset. I can tell you how I am the same as and different from my friends. I feel good about the ways we are similar in the group and the ways I am different. I feel good about my strengths.</p>	<p>Anti-Bullying and Equalities (Y1 lessons) I understand what bullying is. I can suggest how we are similar and how we are different. I can explain how our families are similar and are different. I can talk about how we are similar and how we are different (gender stereotypes) I can explain how we can stay safe on the internet.</p>	<p>RSE – Our Bodies EYFS: Responsibility To understand what personal responsibility is. Y1: Life Cycles To understand what a life cycle is. To understand that changes happen constantly as we grow. To understand the life cycles of humans and animals. Y1: Human Life Cycle To understand the different stages of the human life cycle. To understand that humans, like other animals, change over time. Y1: Personal Hygiene To learn basic information about how the body works and ways of looking after it. To know how to keep themselves clean.</p>	<p>SEAL- Good to be me (EYFS Lessons) I can feel good about myself and I can explain what makes me special. I can talk about what is special to me. I can talk about what makes me feel proud and happy. I can talk about what makes me happy/sad/cross and I can give a reason why. I can talk about how to stand up for myself without getting angry.</p>	<p>GHLL Drugs Scheme of work (EYFS lessons) To be able to identify common harmful substances To know that some substances have to be stored safely. To be able to identify things which I can safely put into or onto my body To be able to identify substances which could harm my body. To be able to identify people who look after us. To understand why some people need medicines. To learn about safety around medicines.</p>	<p>SEAL- Changes (EYFS lessons) I can say what I am good at. I can recognise what other children are good at. I can set a longer goal for myself I can think of something I want to be good at I can ask appropriate questions I can recognise talent of others I can recognise what is fair I know how to make someone feel better. I can tell you how I have changed. I can tell you something I can do now that I couldn't do when I started school I can tell you how I am going to make a change I can tell you how change makes me feel</p>
<p>PSHE Year 2</p>	<p>Resilience- Make me a Superhero To understand what 'resilience' is To write a definition for the word 'resilience' To identify the characteristics of resilient people.</p>	<p>Anti-Bullying and Equalities I understand what bullying is. I can suggest how we are similar and how we are different.</p>	<p>RSE – Our Bodies Similarities & Differences – Body Parts To recognise the main external parts of the bodies of humans including agreed names for reproductive organs.</p>	<p>KS1 Mental Health and Emotional Wellbeing I can recognise and name some feelings that they might have I can explain how feelings can make</p>	<p>GHLL Drugs Scheme of work To know that common household substances have to be used safely and stored safely. To identify situations where risky</p>	<p>Citizenship and British Values I can express and justify my opinion I know mine and others' views count I can understand the importance of teamwork.</p>

	<p>To understand what negative unhelpful thoughts are and how these stop us learning and achieving To identify a time when I have had a negative thought To be able to replace negative thoughts with productive positive ones To have a bank of positive phrases to use in times of need. To understand what negative unhelpful thoughts are and how these stop us learning and achieving; To identify a time when I have had a negative thought; To be able to replace negative thoughts with productive positive ones; To have a bank of positive phrases to use in times of need. To identify personal strengths and talents To identify what I need to get better at (for being a superhero) To assert thoughts and feelings. To identify impulsive responses To learn ways to control our impulses and behaviour. To understand that sometimes we need the help of others To understand the value of different character</p>	<p>I can explain how our families are similar and are different. I can talk about how we are similar and how we are different (gender stereotypes) I can explain how we can stay safe on the internet.</p>	<p>Where Do Babies Come From? To understand that all living things originate from other living things. To understand that humans produce babies that grow into children and then into adults. Changes – Physical To consider the ways they have changed physically since they were born. To consider physical changes that will take place as they move from childhood to adulthood. Changes – Becoming Independent To consider their responsibilities now and compare them to when they were younger. To understand the choices they are to make in order to keep themselves healthy.</p>	<p>their bodies feel inside I can describe how other's might be feeling I can identify who can help them with feelings, and how they can help others I can identify feelings that are good and not so good I can recognise that people feel differently about things and situations I can explain what can change their feelings (from good to not so good and from not so good to good) I can suggest things that can help them and others to feel better I can recognise that feelings can intensify (get stronger) I can describe how big feelings can affect their behaviour I can identify what can help them feel better when they have a big feeling (including talking to trusted adults) I can use words or phrases to ask for help with feelings</p>	<p>substances are available and to consider what to do to keep themselves safe. To begin to explore the reasons why people use alcohol and tobacco. To recognise and name a range of emotions To know how feeling healthy / ill can affect our emotions To think about ways we can help make ourselves feel better apart from using medicine.</p>	<p>I can make choices and begin to understand and respect the democratic process I know what is right/ wrong and can apply this in my life I understand the need for rules Everyone in a community has rights and responsibilities I am a member of my community I know who helps me in school and in the wider community I am developing an awareness of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people.</p>
--	--	--	---	--	---	--

	<p>traits for different scenarios</p> <p>To know when we might need to ask for help and who we should/could call upon</p>					
<p>RE – Gloucestershire Agreed Syllabus</p>	<p>1.2 Who do Christians say made the world? Harvest</p> <p>Make sense of belief: Retell the story of creation from Genesis 1:1-2:3 simply * Recognise that 'Creation' is the beginning of the 'big story' of the Bible. * Say what the story tells Christians about God, Creation and the world. Understand the impact: Give at least one example of what Christians do to say 'thank you' to God for Creation. Make connections: Think, talk and ask questions about living in an amazing world. * Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>1.3 Why does Christmas matter to Christians?</p> <p>Make sense of belief: Recognise that stories of Jesus' life come from the Gospels. *Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not. *Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>1.6 Who is a Muslim and how do they live? Part 2</p> <p>Make sense of belief: • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. Make connections: • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer,</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings?</p> <p>Make sense of belief: Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' *Give clear, simple accounts of what the Bible texts (such as the story of Matthew the tax collector)mean to Christians.*Recognise that Jesus gives instructions to people about how to behave. Understand the impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. *Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for</p>	<p>1.7 - Who is Jewish and how do they live? Part 2</p> <p>Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about</p>	<p>1.8 What makes a place sacred to believers?</p> <p>Make sense of belief: • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some</p>

			respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	example: charity, confession) Make connections: Think, talk and ask questions about whether Jesus' 'good news' is only for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	people like to belong to a sacred building or a community. Make connections: • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places
--	--	--	---	---	---	---

	Topic Cycle B					
	One Giant Leap		Fantastic Forest Friends		I Do Like To Be Beside The Seaside	
Values	Term1 Perseverance	Term 2 Service	Term 3 Thankfulness	Term 4 Trust and Responsibility	Term 5 Truthfulness	Term 6 Justice and Wisdom
Focus	History Music/DT	Music/Literacy/DT Moon Thieves production or Christmas with the aliens	Science – Animals and their habitats		History - Victorian Sea side holidays/toys	Geography – Oceans Capital cities
Hook ideas	Alien landing crash site to investigate Create planet display on handover day		River walk to the S bends - watercolour painting of what they saw		Create an underwater scene linked to Tiddler	

Key Texts	Beegu, Aliens Love Underpants, Here come the aliens, Q Pootle 5, Bob The Man on The Moon, Laika Astronaut Dog, You can't eat a princess,		Bog Baby Superworm Aaaaarrggg Spider! Y2 – Wind in the Willows Hibernation Hotel Percy the Park Keeper		The Lighthouse Keepers Lunch Tiddler, Hooray for Fish!, Someone Swallowed Stanley, The Rainbow Fish, Commotion in the Ocean, Sharing a Shell	
Trips/Visits/Visitors		Space Dome	River walk through South Cerney	Butts Farm visit Cotswold Wildlife Park	Trip to the beach or Weston Super Mare Gloucester toy museum	
English writing opportunities	Year 1 Recounts -Diary, Letter, invitation Narrative -Story writing, Poetry Year 2 Recounts -Diary, Letter, invitation, News report, Narrative -Story writing Poetry		Year 1 Non-Chronological report, Instructions, Persuasion – posters, Explanation - flowchart Year 2 Non-Chronological report, instructions, persuasion – posters, Explanation - Flowchart		Year 1 Narrative – Story writing Recounts – news reports, postcards, letters Poetry Year 2 Narrative – Story writing Recounts – News reports, postcards, letters Poetry	
Science	Working Scientifically Materials Year 1 – Every day 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 - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties. Year 2 – Uses of every day materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		Working Scientifically Seasonal Changes – Yr1 -Observe changes across the four seasons - Describe weather associated with the seasons and how day length varies. Animals Year 1 – Animals (Including Humans) - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y2 – Living things and their habitats - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)		Working Scientifically Plants Y1 - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. Y2 - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	

			- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		
History	<p>Significant Events beyond living memory Globally - The first moon landing</p> <p>Lives of significant Individuals Nationally – Tim Peake Internationally – Neil Armstrong</p>			<p>Changes within living memory Victorian seaside holidays. Changes between Victorian toys and ones we have today.</p> <p>Significant historical events, people and places in their own locality – Weston Super Mare</p>	
Geography			<p>Geography Skills and Fieldwork - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Locational Knowledge – Name and locate the world's seven continents and five oceans</p>	
DT		<p>DT_ Sewing- star constellation or Aliens-pom poms (Christmas sewing)</p> <p>Textiles</p> <p>Design-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</p>		<p>DT- Mechanisms and Mecahnican systems moving mini beasts</p> <p>Design-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 Make ♣</p>	<p>DT_ Food Tech- fruit kebabs/picnic for the seaside use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from</p>

		<p>communication technology Make ♣ 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</p> <p>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]</p>		<p>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</p> <p>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]</p>		
Art	<p>Self Portraits, Van Gogh Starry Night, Light and dark pictures -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>		<p>Drawing, sculpting, printing animals, natural materials collage - 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>		<p>Landscapes, Nature in art, creating art from nature, sketching, drawing, painting 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,</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 about the work of a range of artists, craft makers and designers, 		<ul style="list-style-type: none"> 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 -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, 	
Music - Charanga	<p>Hands, Feet Heart- South African Music.</p> <p>listen and appraise different styles of South African music.</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Ho, Ho, Ho</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Christmas preparation for KS1 production</p>	<p>I wanna play in a band</p> <p>singing and playing together in an ensemble.</p> <p>learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p>Zoo time</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes -- experiment with, create, select and combine sounds using the interrelated dimensions of music -play tuned and untuned instruments musically 	<p>Friendship song</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> - experiment with, create, select and combine sounds using the interrelated dimensions of music -play tuned and untuned instruments musically 	<p>Reflect, Rewind, Replay</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> - experiment with, create, select and combine sounds using the interrelated dimensions of music -play tuned and untuned instruments musically

	-play tuned and untuned instruments musically					
PE	Gym 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	Dance perform dances using simple movement patterns	Gym 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	Dance perform dances using simple movement patterns	Games 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	Games 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
Computing	Online Safety (Y2) – 3 lessons 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. Technology Outside School (Y1) – 2 lessons Recognise common uses of information technology beyond school.	Making Music (Y2) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Lego Builders (Y1) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Online safety linked to E-safety day	Presenting ideas (Y2) - based on the book. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Maze Explorers (Y2) -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -Use logical reasoning to predict the behaviour of simple programs. -Create and debug simple programs.	Pictograms (Y1) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
PSHE EYFS/Year 1	SEAL- New Beginnings (Y1 lessons) I know that I belong to a community.	Anti-Bullying and Equalities (Y1 lessons) I understand what bullying is.	Our bodies (RSHE) EYFS: Growing Up To value their body, including physical	SEAL- Good to be me (Y1 Lessons) I can help another person feel proud.	Focus for learning (Mindfulness) I can begin to focus my mind to support attention and	SEAL- Getting on and Falling Out (Y1 lessons)

	<p>I can help to make the class a safe and fair place.</p> <p>I can help to make my class a good place to learn.</p> <p>I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>I know some ways to solve a problem.</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>I know some more ways to calm myself down when I feel scared or upset.</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I feel good about the ways we are similar in the group and the ways I am different. I feel good about my strengths.</p>	<p>I can suggest how we are similar and how we are different.</p> <p>I can explain how our families are similar and are different.</p> <p>I can talk about how we are similar and how we are different (gender stereotypes)</p> <p>I can explain how we can stay safe on the internet.</p>	<p>achievements and capabilities.</p> <p>EYFS: People Who Help Us</p> <p>To know the adults who are responsible for looking after them.</p> <p>To recognise personal needs and to act on them where appropriate or ask for help.</p> <p>EYFS: Keeping Ourselves Clean</p> <p>To understand basic hygiene routines, including toileting and washing.</p> <p>Y1: Being Unique</p> <p>To value their own body and recognise its capabilities and uniqueness.</p> <p>Recognise that people are similar in some ways and different in others.</p>	<p>I can use the problem-solving process.</p> <p>I can tell when I am feeling worried or anxious.</p> <p>I can explain some things that help me stop worrying.</p> <p>SEAL- Relationships (Y1 Lessons)</p> <p>I know people who are important to me. I can tell you something that has made me jealous.</p> <p>I can feel proud on behalf of my friends when they have done something well.</p> <p>I can tell when I am proud or jealous. I understand that being unkind to someone does not make me feel better.</p> <p>I can tell when I feel cared for.</p> <p>I can tell when I love or care for someone.</p>	<p>concentration. I know that this helps me to be ready to learn.</p> <p>I can understand the importance of listening with greater concentration and awareness to support learning.</p> <p>I can begin to bring greater awareness to my body, to develop a stronger sense of what it feels like to be 'in my skin'.</p>	<p>I can tell you what being a good friend means to me.</p> <p>I can work well in a group.</p> <p>I can listen well to other people when they are talking.</p> <p>I know when I am starting to feel angry.</p> <p>I know what happens on the inside and the outside of my body when I start to get angry.</p> <p>I know some ways to calm down when I am starting to feel angry.</p> <p>I know how to make up with a friend when we have fallen out.</p> <p>I can use peaceful problem-solving to sort out problems so both people feel OK.</p>
PSHE – Year 2	<p>Facts4Life (Healthy Lifestyles)</p> <p>Children will talk about the range of normality. Children will be able to talk about what makes them unique.</p>	<p>Year 2 Anti-Bullying and Equalities</p> <p>I understand what bullying is.</p> <p>I can suggest how we are similar and how we are different.</p>	<p>Year 2 Our bodies (RSHE) Similarities & Differences – Body Parts</p> <p>To recognise the main external parts of the bodies of humans including agreed</p>	<p>Year 2 Keeping myself safe/protective behaviours</p> <p>To learn that different things affect the way we feel To learn that the same situation might make different</p>	<p>Year 2 Focus for learning (Mindfulness)</p> <p>I can begin to focus my mind to support attention and concentration. I know that this helps me to be ready to learn.</p>	<p>Year 2 SEAL- Getting on and Falling Out</p> <p>I can tell you what being a good friend means to me.</p> <p>I can work well in a group.</p>

	<p>Children will be able to name some external body parts. Children will be able to talk about the 5 ways to wellbeing, Children will be able to identify ways to help their friends and family when they experience different emotions. Children will be able to identify when they need help and who will be able to help them. Children will be able to describe a range of common illnesses and how to manage them. Children will be able to explain ways of how to stay healthy to keep them from getting ill.</p>	<p>I can explain how our families are similar and are different. I can talk about how we are similar and how we are different (gender stereotypes) I can explain how we can stay safe on the internet.</p>	<p>names for reproductive organs. Where Do Babies Come From? To understand that all living things originate from other living things. To understand that humans produce babies that grow into children and then into adults. Changes – Physical To consider the ways they have changed physically since they were born. To consider physical changes that will take place as they move from childhood to adulthood. Changes – Becoming Independent To consider their responsibilities now and compare them to when they were younger. To understand the choices they are to make in order to keep themselves healthy.</p>	<p>people have different feelings To learn that our feelings affect the way we behave. To learn that it is alright to talk about our feelings, whatever they are. To identify a place where they feel safe and consider what it is like to feel safe. To recognise the physical feelings we get when we are feeling unsafe. To learn that there are different levels of 'feeling scared' and that people might have different feelings about the same thing. To learn to recognise inappropriate touch and what to do in a situation where this occurs. To recognise when they might need to share a secret and when it is alright to keep a secret to themselves. To learn about personal networks and how these can provide them with help.</p>	<p>I can understand the importance of listening with greater concentration and awareness to support learning. I can begin to bring greater awareness to my body, to develop a stronger sense of what it feels like to be 'in my skin'.</p>	<p>I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment. I know that people don't always see things in the same way. I can see things from someone else's point of view. I can use my ability to see things from the other point of view to make a conflict situation better.. I know that sometimes anger builds up and that I can be overwhelmed by my feelings.</p>
RE -Gloucestershire Agreed Syllabus	<p>1.1 What do Christians believe God is like? Make sense of beliefs: •Identify what a parable is * Tell the story of the Lost Son from the Bible simply</p>	<p>1.10 What does it mean to belong to a faith community? Make sense of beliefs: • Recognise that loving others is important in lots of</p>	<p>1.6 Who is a Muslim and how do they live? Part 2 Make sense of belief: • Recognise the words of the Shahadah and that it is very important</p>	<p>1.5 Why does Easter matter to Christians? Salvation Make sense of belief: Recognise that Incarnation and Salvation are part of a</p>	<p>1.7 Part 1- Who is Jewish and how do they live? Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Re-tell</p>	<p>1.9 How should we care for the world and for others, and why does it matter? Make sense of belief: • Identify a story or text that says something</p>

	<p>and recognise the link with the Christian idea of God as a forgiving Father * Give clear, simple accounts of what the story means to Christians Understand the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving e.g. saying sorry, by seeing God as welcoming them back; by forgiving others * Give an example of how Christians put their beliefs into practice in worship e.g. by saying sorry to God Make connections: Think, talk and ask questions about whether they can learn anything from the story themselves, exploring different ideas. * Give a reason for the ideas they have and the connections they make.</p>	<p>communities • Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. Make connections: • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer,</p>	<p>'big story' of the Bible. * Tell stories of Holy Week and Easter from the Bible and recognise the link with the idea of Salvation (Jesus rescuing people) *Recognise that Jesus gives instructions about how to behave Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Make connections: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving good reasons for their ideas.</p>	<p>simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>
--	---	--	---	--	---	--

			respect, celebration and self-control have something to say to them too.			
--	--	--	---	--	--	--