

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>The Goldilocks Project</p> <p>Children will develop positive attitudes towards writing by sequencing sentences to form narratives (Yr1) about personal experiences and those of others. They will develop pleasure in reading by becoming increasingly familiar with and retelling a range of stories, fairy tales and traditional tales.</p> <p>Children will explore a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales. Children then go on to read a number of these tales, eventually innovating upon a known cautionary tale</p>	<p>The Journey Home Non-fiction text.</p> <p>The children will consolidate using formulaic phrases to open and close texts. Children create fact files on endangered animals as well as writing short persuasive pieces on why we need to save a particular endangered animal. Children will be able to identify how a sentence is formed by its grammatical structure as a question, a command, a statement or an exclamation. Children will be encouraged to edit work, being aware of tense and word choice. Word classes (nouns/verbs/adjectives) will be referred to throughout.</p> <p>The children will write a persuasive information leaflet to encourage others to protect an area in the local</p>	<p>The bear under the stairs</p> <p>In year 1, the children used familiar plots for structuring the opening, middle and end of their stories. The children will write letters from the main character to the bear and back. Children write their own story of a child who is scared of something that might be in the house. Children will write a comparison between real bears and toy bears.</p> <p>In year 3 they will be creating and developing plots based on a model.</p>	<p>The owl and the puzzy cat</p> <p>In year 1, the children wrote in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p> <p>The children explore the themes of the poem, write in role as the characters, create fictitious interviews, create lists of items they can take on their honeymoon and eventually innovate upon the poem to create their own versions.</p> <p>In year 3, they will edit and</p>	<p>The Dragon Machine</p> <p>In year1, children discussed their writing with adults and peers to help them edit their work.</p> <p>Children will create a guide, exploring descriptive and positional language. They engage with the main character in the story's thoughts and emotions through letter writing. Throughout the sequence, children explore a number of spelling patterns and rules from the Y2 Programme of Study and these are specifically edited for in their final outcome of an extended 'dragon machine' story. In year 2, the children</p>	<p>The Great Fire of London</p> <p>Children will explore the cause of the fire of London through interviewing the baker, Thomas Farriner, planning and recording appropriate questions, and design safety posters using imperative verbs to write commands.</p> <p>Through their writing they will build upon their understanding of how and when to add prefixes and suffixes to expand their words (Yr1).</p> <p>The children explore using a range of different grammatical forms of sentence to create an information/</p>

	<p>before planning in detail.</p> <p>Wolves Emily Gravett</p> <p>In year 1, children Read aloud their writing to adults and peers.</p> <p>The children will create a leaflet that will educate the townsfolk about wolves so that they can keep safe. There is an additional phonics focus: Revision of /aw/ phoneme, e.g. claws, jaws. Learning of alternative spelling of known phonemes, e.g. /oo/ spelt 'o', e.g. wolves/wolf.</p> <p>The children explore using a range of different grammatical forms of sentence to</p>	<p>environment. They will be introduced to paragraphs as a way to group related material.</p> <p>We Are Water Protectors by Carole Lindstrom Non-fiction</p> <p>Children have learnt to punctuate simple sentences with capital letters and full stops. Children explore the true story of the narrative, and produce descriptive non-fiction writing in different forms, such as writing the life-cycle of water, identifying environmental issues, researching Native American tribes and creating a campaign to look after a local water.</p> <p>The children will write a persuasive information leaflet to encourage others to protect an area in the local</p>	<p>The Minpins Roald Dahl</p> <p>In year 1m, children have used familiar plots for structuring the opening, middle and end of their stories.</p> <p>The children read and explore The Minpins and create character descriptions (for their own monsters and The Minpins themselves), retellings of key events, reports about The Minpins and eventually writing a new chapter.</p> <p>Children will write character</p>	<p>improve their own writing in relation to audience and purpose</p> <p>If All the World Were... Last year, children Re-read every sentence to check it makes sense. Children will draw upon ideas in the text to think about special objects, creating noun phrases for each. They then apply this idea into a non-narrative poem with a focus on drawing upon the author's language. Children will then prepare their poem to read out loud</p>	<p>will creating and developing plots based on a model.</p> <p>Ocean Meets Sky Eric Fan and Terry Fan</p> <p>In year 1, the children used familiar plots for structuring the opening, middle and end of their stories. This beautiful and poignant story explores themes of family, memory and loss. Children are given a variety of meaningful writing opportunities throughout the sequence and gradually build up the skills to write an extended fantasy story of their own.</p> <p>Children will learn about life as a cave</p>	<p>persuasive poster and a persuasive letter.</p> <p>Rosie revere engineer</p> <p>In year 1, children wrote in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. This is a charming, witty picture book about pursuing your passion. Children will write Short explanations, write in role, write reports and adverts.</p> <p>In year 3 they will be using headings and sub headings to organise information.</p>
--	---	--	--	--	---	--

	create an information/ persuasive poster before writing a letter to another year group explaining why different tears are more precious than others.	environment. They will be introduced to paragraphs as a way to group related material.	descriptions using a range of descriptive vocabulary. They will pose questions to make predictions about the text and then create their own stories where a dilemma occurs and there is an emotional response.	and do so to an audience. Next year, they will be improving writing in the light of evaluation. Perform their own compositions by using appropriate intonation, tone and volume to present their writing to a group or class.	boy in the Stone Age. They will write a recount of the story, ordering events correctly. They will develop their knowledge of prepositions and increase their English terminology including, concrete and abstract nouns and modal verbs.	
Maths	Place Value Children will build on their place value knowledge of 2 digit numbers from Year 1, enabling them to solve problems. They will continue to work on partitioning numbers (Yr 1) moving onto the use of part-whole models. They will build on their ability	Addition and Subtraction Children will continue to read and interpret mathematical statements involving addition and subtraction (Yr 1), allowing them to solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and	Multiplication and Division Children will learn to calculate mathematical statements for multiplication and division, within the multiplication tables, and write them using the \times , \div and $=$ signs. They will solve one step problems using	Shape Children will continue to develop their 2D and 3D shape recognition (Yr1). They will learn to identify and describe the properties of 2D and 3D shapes. Children will develop their	Measurements: Length and Height Children will learn to compare, describe and solve problems involving length and height (Yr1), whilst choosing appropriate standard units of measurement. Children will be	Measurement : time Children will be able to recall the number of minutes in an hour, and the number of hours in a day. Children will learn to tell the time to the hour and half past the hour (Yr 1), and to five minutes, including quarter

	<p>to compare numbers from 0 to 100, using <, > and = symbols.</p> <p>The children will recap place value of 2-digit numbers, which will allow them to develop an understanding of 3 digit numbers.</p>	<p>measures.</p> <p>They will learn to use a number line to support them to add and subtract with 2-digit numbers. They will also have the opportunity to solve missing number problems using addition and subtraction, building upon their understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $3 + 2 = 5$).</p> <p>Children will continue to develop their understanding of addition and subtraction of 3-digit numbers, allowing them to check their answers, estimate and problem solve.</p>	<p>concrete objects, pictorial representations and arrays (Yr1).</p> <p>In Year 3 they will focus on the 3, 4 and 8 times tables and will use this understanding to help them to problem solve.</p>	<p>understanding of 2D and 3D shapes further and will recognise angles as a property of shape or a description of a turn.</p>	<p>taught to measure, compare, add and subtract length. They will be introduced to the concept of perimeter and will measure the perimeter of simple 2-D shapes.</p>	<p>past.</p> <p>They will further their understanding by learning how to tell the time to the nearest minute</p>
	<p>Addition and Subtraction</p> <p>Children will continue to read and interpret mathematical statements involving addition and</p>	<p>Measurement : money</p> <p>The children will recap the value of coins and how to combine them to make different amounts. They will learn to add and subtract amounts of money to give change,</p>	<p>Statistics</p> <p>In year 1, children would have used tally chart in science when recording</p>	<p>Fractions</p> <p>Children will learn to recognise, find, name and write</p>	<p>Geometry: position and direction</p> <p>The children will use mathematical vocabulary to describe position, directions and movements, including whole,</p>	<p>Mass, Capacity and Temperature</p> <p>Children will learn to compare, describe and solve problems involving mass/weight (Yr1). They will learn to</p>

	<p>subtraction (Yr 1), allowing them to solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>They will learn to use a number line to support them to add and subtract with 2-digit numbers. They will also have the opportunity to solve missing number problems using addition and subtraction, building upon their understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $3 + 2 = 5$).</p> <p>Children will continue to develop their understanding of addition and</p>	<p>using both £ and p in practical contexts.</p>	<p>experiments.</p> <p>Children will begin to interpret and construct simple pictograms, tally charts, block diagrams and simple tables. They will ask and answer questions about totalling and comparing data.</p> <p>They will learn how to present data and solve one-step and two-step questions.</p>	<p>fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a shape, quantity or object, building upon their understanding of a half as one of two equal parts (Yr1).</p> <p>Children will start to learn about equivalent fractions, comparing fractions and problem solving using addition and subtraction of fractions.</p>	<p>quarter and three quarter turns.</p> <p>In year2, they will order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p>compare and order lengths, mass, volume and capacity and record results using $<$, $>$ and $=$.</p> <p>The children will be taught how to measure, compare, add and subtract mass, volume and capacity.</p>
--	---	--	--	--	---	---

	subtraction of 3-dogtit numbers, allowing them to check their answers, estimate and problem solve.					
Science	<p>Animals including humans-healthy animals. The children will revise from year 1 to Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Children will learn about animal growth, animal survival, food, exercise and hygiene. They will notice that animals, including humans, have offspring, which grows into adults. In year 3, they will identify that humans</p>	<p>Living things and their Habitats Children will learn about a variety of habitats and the plants and animals that live there. They will learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. Observations will be made of a local habitat and the creatures that live there., building upon the children's ability to gather and record data (Yr 1) Children will also research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species. In year 3, children will use straight forward scientific evidence to answer questions or to support his/her findings.</p>	<p>The Environment Children will be introduced to the ecological challenges that face the world. They will begin to engage with environmental issues and understand the simple changes they can make to live more sustainable lives. Children will learn to use simple equipment to observe closely and perform simple tests (Yr1),</p>	<p>Materials In year 1 children learnt to compare and group together a variety of everyday materials on the basis of their simple physical properties. In year 2 children will look at changing materials, material strengths, ship building and materials in history. They will learn about different types of rocks, how fossils are formed and what soil is made of.</p>	<p>Plants Children will observe and describe how seeds and bulbs grow into mature plants, through use of simple equipment (Yr 1). They will learn to recognise that plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. Children will have the opportunity to plant and grow</p>	

	and some other animals have skeletons and muscles for support, protection and movement.			whilst using their observations and ideas to suggest answers to questions. The children will learn in year 3 about different types of rocks, how fossils are formed and what soil is made of.		seeds for themselves. They will record changes in their plants in words and pictures, take measurements throughout and present their data through charts. Children will develop their learning from KS1 and learn about the different parts of a plant, how water travels through a plant and what different plants need to grow
Computing	<u>Digital literacy - Online Safety</u> Children will continue their understanding of where they can access help and support about the internet or other online technologies. They will build upon this, allowing them to	<u>Digital literacy - Online Safety</u> Children will continue their understanding of where they can access help and support about the internet or other online technologies. They will build upon this, allowing them to use technology safely and	<u>Computer science - Coding</u> Children will recap their learning of algorithms and how they are implemented on digital devices. They will begin to create, debug and predict the	<u>Computing systems and networks. Information technology around us.</u> In this unit, learners will look at information technology at school and	<u>Digital literacy - Using Computers</u> Children will continue to use technology purposefully to create digital content. They will further develop this by organising, storing,	<u>Digital literacy - Using Computers</u> Children will continue to recognise common uses of information technology available to them at home and in school, whilst

	<p>use technology safely and keep personal information private.</p> <p>They will build on their understanding of passwords and how to ensure they are safe and secure as well as who they should and should not share this with. They will also learn about acceptable and unacceptable behaviour online.</p>	<p>keep personal information private.</p> <p>They will build on their understanding of passwords and how to ensure they are safe and secure as well as who they should and should not share this with. They will also learn about acceptable and unacceptable behaviour online.</p>	<p>behaviors of simple programs through their use of logical reasoning.</p> <p>They will build on this to develop their skills by designing, writing and debugging their own programs, using logical reasoning to explain simple algorithms as well as developing their ability to use logical reasoning to explain how and why certain algorithms work and others do not.</p>	<p>beyond, in settings such as shops, hospitals, and libraries.</p> <p>Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.</p> <p>Children will be introduced to the new topic of Networks. The will begin to learn about the concept of networks and how these enable the sharing of data and information.</p> <p>They will develop their understanding of the internet and how it works as a large network</p>	<p>manipulating and retrieving digital content, whilst comparing the benefits of different programs.</p> <p>Children will develop their use of different programs and how they can be used for different purposes. They will use simple search technologies to research different topics and recognise that some sources are more reliable than others.</p>	<p>beginning to recognise uses of information technology beyond school.</p> <p>Children will develop their use of different programs and how they can be used for different purposes. They will use simple search technologies to research different topics and recognise that some sources are more reliable than others.</p>
--	---	---	--	---	---	--

				of computers.		
Geography	<p>The World Children will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical . They will build upon their use of atlases, maps and globes, along with using aerial photographs.</p> <p>Children will explore how land is used in the UK and Europe. They will develop their geographical vocabulary and use maps and grids to</p>		<p>Mapping Children will learn to develop key map skills through a range of engaging geographical skill based activities suitable for Key Stage One. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. Children will find out about more cities in the UK including their physical feature such as mountains, rivers and seas. They will find out how the UK has changed over time.</p>		<p>Kenya Children will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK, along with continuing to develop their geographical skills, such as the use of simple maps.</p> <p>Children will explore how land is used in the UK and Europe.</p>	

	research and show their findings.				They will develop their geographical vocabulary and use maps and grids to research and show their findings.	
History		Kings and Queens In year 1 children started to understand key features of events. In year 2, Children will learn about the significant British monarchs in history. They will study Richard III, as well as making comparisons between Elizabeth I and Queen Victoria. This will consolidate the children's awareness of the past and significant individuals through comparison making. The use of timelines in this topic will build upon their ability to place known events in chronological order and to sequence events and recount				The Great Fire of London In year 1 children talked, wrote and/or drew about aspects of the past. Children will learn about the key events of the Great Fire of London. They will develop an understanding of the ways in which we can find out the answers to simple questions about the past through use of simple sources of information. They will begin to ask and answer

		changes. Children will develop their use of historical language and questioning, developing intrigue and encouraging curiosity.				questions, choosing and using parts of stories and other sources to show what they know and understand about key features of events. Children will describe memories of key events in his/her life using historical vocabulary.
PE	Ball skills In year 1 children learn under arm and over arm throws. In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils	Dance In year 1, the children linked skills and actions indifferent ways to suit different activities. Children will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus.	Yoga Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme (y1). Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to	Fitness Last year, the children have developed perseverance and show determination (Yr 1) to work for longer periods of time. Children will take part in a range of fitness activities to	Team building In year 1, children learn to describe and comment on a performance. This year they will begin to recognize emotions in others. In year2 they will share his/her own considered point of view and listen to and consider, other people's opinions.	Athletics In year 1, the children are given opportunities to work collaboratively as well as independently. In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all

	<p>will have the opportunity to work independently, in pairs and small groups.</p> <p>In year 3 they will compare his/her performance with others.</p>	<p>They will build on their understanding of dynamics and expression. Children will perform to one another, allowing them to describe and comment on performance (Yr1).</p> <p>Children will develop their ability to move in time to music. They will vary the skills and actions that they use to fit appropriately to a theme and music style and evaluate their own and others' performances.</p>	<p>connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p>In year 3, children will identify the importance of their senses and explain how they help us.</p>	<p>develop components of fitness. They will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p>Children will be given the opportunity to work independently and with others.</p> <p>The children will explore sprinting technique, building strength in different muscle groups and using their breath to increase their ability to work for longer periods of time.</p>		<p>athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>They will develop technique when jumping for distance in a range of approaches and take off positions. They will also develop the sprinting technique and apply it to relay events.</p>
--	--	---	---	---	--	---

<p>Art and DT</p>	<p>'Take one picture' project. In year 1 children used art work to record ideas, observations and experience. This year, the children will describe the differences and similarities between different practices and disciplines, and making links to their own work through the study of this painting.</p> <p>They will carry out their own independent research and will improve their mastery of art and design techniques.</p>	<p>Art: Artists and Techniques Children will become aware that different artistic works are made by craftspeople from different cultures and times. They will learn to use and develop a variety of techniques and experiment with different materials (Yr1).</p> <p>They will learn about some of the great artists, architects and designers in history and describe their work.</p>	<p>DT: Cooking and Nutrition Children will begin to understand the need for a variety of food in a diet. They will continue to develop their understanding of where some foods come from (Yr1) through looking at different fruits from around the world. Children will explore different food groups and learn how to translate these into healthy, balanced sandwiches. They will taste and test a variety of sandwich fillings and types of bread, and then design, make, eat and evaluate their own healthy sandwiches.</p>	<p>DT: Moving Pictures Children will develop their understanding of mechanisms. They will listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas.</p> <p>Children will</p>	<p>Art: Landscapes and Cityscapes Children will become aware of the tools and techniques they use (yr1) through learning about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. T.</p> <p>They will learn about some of the great artists, architects and designers in history and describe their work.</p>	<p>DT: Fabric Working with felt, children will cut out shapes and use a simple running stitch, to join and combine materials together safely (Yr1). Children will evaluate a range of existing products and will be set a design criteria. They will carry out a hemming and overcast stitch and will learn about decoration techniques; getting the chance to use tie-dye and fabric paints.</p>
-------------------	---	--	---	--	--	--

				<p>develop their understanding of mechanical systems.</p> <p>Following instructions on how to make different types of lever and linkage mechanisms gives children experience and information to draw on when developing their own ideas.</p>		
Music	<p>Hands, Feet, Heart (African music)</p> <p>Children will learn that dynamics describe how loud or quiet the music is (Yr 1)</p> <p>All the learning is focused around one song: Hands, Feet, Heart. The material</p>	<p>Ho Ho Ho</p> <p>In year 1, they would have already learnt and performed chants, rhythms, rap or songs.</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. They will Listen & Appraise other styles of</p>	<p>BBC Ten Pieces - 'Mars' from 'The Planets' by Gustav Holst</p> <p>In year 1, children have learnt to follow the conductor or band leader.</p> <p>Through the above piece of music, children will Learn a</p>	<p>Zoo time</p> <p>A Reggae Song for Children by Joanna Mangona</p> <p>Children develop their ability to use correct musical language to describe a piece of music (Yr1). All the</p>	<p>Friendship song</p> <p>PSHE link</p> <p>In year 1, children have learnt to listen, copy and repeat a simple rhythm or melody. The children will improvise and clap / clap back using rhythm of words. They will also use</p>	<p>Reflect, rewind and replay.</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the</p>

	<p>presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>In year 3, the children will find the pulse within the context of different songs/music with ease.</p>	<p>music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p>In year 3, the children will play and perform in solo or ensemble contexts with confidence.</p>	<p>new song and sing it in different styles whilst playing simple patterns on the drum, and repeat simple patterns back. They will write new lyrics to a familiar tune about all the things you might find on your way to Mars!</p> <p>Children will listen to a piece of orchestral music. They will play and perform in ensemble contexts, using voices and playing musical instruments. They will improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Children will learn to sing, play, improvise and compose with this song, as well as listening and appraising other Reggae songs.</p>	<p>voices and instruments.</p> <p>In year 3, children understand that improvisation is when a composer makes up a tune within boundaries.</p>	<p>History of Music and the beginnings of the Language of Music.</p> <p>In year 3, children will understand that composition is when a composer writes down and records a musical idea.</p>
RE	How and why do we	What can we learn	How should we	How should we	Who is an inspiring	What is the

	<p>celebrate significant times? What makes some celebrations sacred to believers?</p> <p>In year 1, children recall, remember, name and talk about simple beliefs, stories and festivals. Children will learn how and why we celebrate significant times. Children will learn how festivals and family life show what matters to Jewish, Christian and Muslim people.</p>	<p>from sacred books and stories?</p> <p>Children will begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes. (y2) Give examples of ways in which believers put their beliefs into action (y3) Suggest links between some of the beliefs and practices studied and life in the world today.</p>	<p>care for each other? Why does it matter?</p> <p>PSHE link</p> <p>(y1) Observe, notice and recognise simple aspects of religion in their own communities. In year 2, children will identify the core beliefs and concepts studied and give a simple description of what they mean. In year 3, pupils will discuss how people use stories, texts and teachings to guide their beliefs and outcomes.</p>	<p>care for the Earth? Why does it matter?</p> <p>Science link</p> <p>(y1) Observe, notice and recognise simple aspects of religion in their own communities. (y2) Give examples of ways in which believers put their beliefs into action In year 3, children learn to identify ways in which believers put their beliefs into practice.</p>	<p>person? What stories inspire Christians, Muslim and /or Jewish people?</p> <p>In year 1, children will recognize symbols and other forms of religious expression. (y2) Think, talk and ask questions about whether the ideas they have been studying have something to say to them. The year after, The children will explore where, how and why people worship. They will also learn how different people mark different significant events.</p>	<p>'Good News' Christians say Jesus brings?</p> <p>(y1) Begin to find out about and link religions and beliefs. (y2) Think, talk and ask questions about whether the ideas they have been studying have something to say to them. (y3) The children will learn about the 'Trinity' and why is it important for Christians. They will also explore why Christians call the day Jesus died 'Good Friday'.</p>
PSHE	<p>Me and my relationships</p> <p>In year 1, children</p>	<p>Valuing differences</p> <p>In year 1, children will</p>	<p>Keeping Myself Safe</p> <p>Children in year 1</p>	<p>Rights and Responsibilities</p> <p>Children in year 1 will start</p>	<p>Being my best</p> <p>Science and DT link</p> <p>Children will start learning about a</p>	<p>Growing and Changing</p> <p>Science link</p> <p>Children in year 1 will identify who</p>

	<p>will have talked about their feelings and the impact of their actions on others.</p> <p>Children will look at different emotions and will discuss times when they have felt these emotions. They will talk about special pets and how it might feel losing a pet, as well as falling out with friends and solving problems.</p>	<p>talk about what is fair or unfair.</p> <p>Children will think about what makes them special and the how to celebrate differences. They will also explore the different relationships they have.</p>	<p>will learn that sleep and a good hygiene are important.</p> <p>Children will learn to identify situations in which they would feel safe or unsafe and suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>They will learn the difference between a danger and a risk and who to talk to if they feel unsafe.</p>	<p>looking at money and the role of savings.</p> <p>Children will recap the different rights and responsibilities that they have. They will explore how they can help other to stay safe and how they can look after their environment.</p>	<p>balance diet.</p> <p>Children will continue to explore how they can keep healthy. They will also thin about their strengths and what they would like to achieve.</p>	<p>can help them in different stages of the life.</p> <p>Children will continue to learn about how their bodies will change as they get older and how this may feel. They will also explore how their feelings and relationships will change.</p> <p>They will learn to recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Children will identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and understand and describe some of the things that people are capable</p>
--	--	--	--	---	---	--

						of at these different stages.
French	<p>The children will recap their knowledge of French verbally, covering the topics of colours and days of the week.</p> <p>They will then build on this to begin to record their knowledge and understanding more formally in their books to develop their written skills in French.</p>		<p>The children will begin learning how to say some basic parts of the body in French. They will use the prior knowledge of colours and numbers to describe different body parts too. They will also learn about how Easter is celebrated in France.</p>		<p>This term the children will learn about some French artists and have a go at recreating some of their work. They will continue to recap their previous learning throughout the term to develop the oral fluency.</p>	