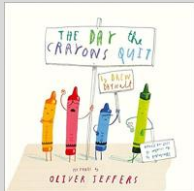
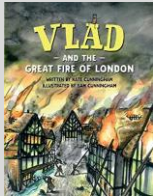
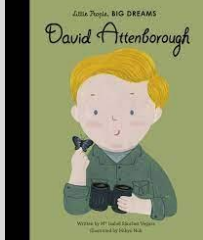
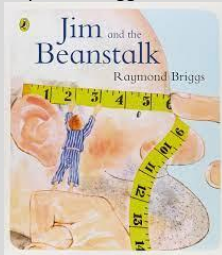
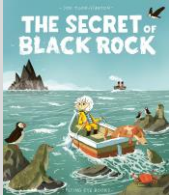
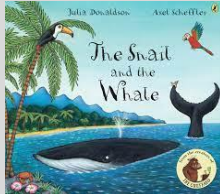




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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	We Are Colourful!	London-Our Capital City!	What a Wonderful World!	Heroes - past and present	Once upon a time...	Beside the Seaside
Hook/Special events/trips	Hook: Letter from a Crayon Event: Crayon Hunt	Hook: Finding Samuel Pepys' Box Event: Fire Brigade	Hook: Wonderful World clip Event: Crazy Creatures visit	Hook: Who are these heroes? Event: Hero award ceremony	Hook: Character Dress Up Day Event: Storytelling/author visit	Hook: Holidays photo gallery Event: Trip to the Russell Cotes Museum?
Core text	The Day The Crayons Quit 	Vlad and the Great Fire of London 	David Attenborough (Little People, BIG DREAMS) 	Jim and the Beanstalk- Raymond Briggs 	Secret of Black Rock - Joe Todd Stanton  Snail and the Whale 	
Class texts	The Day The Crayons Came Home Colour Monster	Paddington Stories - Michael Bond	Jamaican Anansi Stories	The Extraordinary life of Mary Seacole - Naida Redgrave Tough Guys have feelings too.	Fairy Tales Jack and the Beanstalk Who's Afraid of the Big Bad Book?	At the Beach - Ronald Harvey



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Supporting non-Fiction texts	Usborne Feelings? Great Big Book of feelings Science link?	The Great Fire of London - Emma Adams & James Weston Lewis Usborne Book Inside London	Greta Thunberg (Little People, BIG DREAMS) The Big Book of Bugs - Yuval Zommer	Little People - Women in Science		Weird Sea Creatures - National Geographic Kids Big Book of the Blue
Poetry	What is pink? Christina Rossetti Question and answer	Buckingham Palace by AA Milne Couplets Traditional rhyme: London's burning	Insect Haikus - Jeff Geiger Bug Chant - Tony Mitton	Granny Is - Valerie Bloom Free Verse	The three little pigs by Marian Swinger Couplets	Inside a Shell - John Foster Couplets/free verse Caterpillar - Christina Rossetti do with life cycles learning Couplets Traditional rhyme: A sailor went to sea sea sea
Spoken Language/drama	take turns, listening carefully to others and politely agrees or disagrees with them (LINK TO ART) compare and discuss words by the way they look, sound or their meaning. For example, bare/ bear, two/to/too (link to spelling homophones) use conjunctions to help to justify or explain something recognise when a message is not clear, and say why it is not clear	initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils ask many questions to find out information and respond appropriately to the answers recognise when a message is not clear, and say why it is not clear use conjunctions to help to justify or explain something	use a range of stimuli for their performance such as poems objects picture ask a range of different types of questions to find out specific information when listening, focus on the key points they need in order to answer a question compare and discuss words by the way they look, sound or their meaning. For example, bare/ bear, two/to/too (link to spelling homophones)	describe how to solve a problem (link to Heartsmart) consider how mood and atmosphere are created in live or recorded performances practise to ensure a coherent performance for an audience (Presentation Ceremony) ask many questions to find out information and respond appropriately to the answers use more formal language with adults (Presentation Ceremony) initiate conversations with unfamiliar adults (in school or in a safe environment) and	play a character different to self perform a dialogue to engage the interest of the audience exaggerate to make a story more interesting practise to ensure a coherent performance for an audience use a range of stimuli for their performance such as poems objects picture include narration in their planning recognise different types of drama tell a story with a good	use conjunctions to help to justify or explain something understand complex 2-3 part instructions in any context compare and discuss words by the way they look, sound or their meaning. For example, bare/ bear, two/to/too (link to spelling homophones)



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			describe how to solve a problem	pupils	structure and a distinct plot, including an exciting event with a clear resolution and end point	
Reading: phonics/ decoding	<p>Week 1: long i= i-e, ie, i, y</p> <p>Week 2: long o=o-e, oe, ow, o</p> <p>Week 3: long u=u-e, ue, ew</p> <p>Week 4: short oo=u, oul</p> <p>Week 5: or sound= au, aw, al</p> <p>Week 6: er sound= ir, ur, ear, or</p> <p>Week 7: oi sound = oy, ou</p> <p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>	<p>Week 1: air sound= eer, ere, are, ear</p> <p>Week 2: ck =c, k, ck, ch</p> <p>Week 3: soft c = ce, ci, cy</p> <p>Week 4: J sound= dge, g, gy, ge</p> <p>Week 5: Silent letters= le, gn, kn, wr, mb</p> <p>Week 6: Sh= tch, c, s, t (tion & ssion)</p> <p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>	<p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>	<p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>	<p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>	<p>read most words quickly and accurately, without overt sounding and blending</p> <p>sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>know the root word carries most of the word meaning</p> <p>read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)</p>



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<p>Reading: comprehension</p> <p><u>Vocabulary</u> Locate Sequence Structure Poetry Modern traditional Opinion View Skim</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p> <p>retrieve and explain details about characters, events and information</p> <p>explain a prediction clearly referencing the text</p> <p>update a prediction whilst reading</p> <p>find recurring language across different stories and poems e.g. foe instead of enemy</p> <p>pick out favourite words and phrases</p> <p>draw on what they already know and new vocabulary provided by the teacher identify vocabulary which infers additional information eg navy=dark blue</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p> <p>retrieve and explain details about characters, events and information</p> <p>make inferences on the basis of what is being said and done</p> <p>use contents page, simple index and subheadings to find information</p> <p>pick out the sequence of events in books (fiction and nonfiction).</p> <p>draw on what they already know and new vocabulary provided by the teacher identify vocabulary which infers additional information eg navy=dark blue</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p> <p>retrieve and explain details about characters, events and information</p> <p>scan a text for specific information in response to written question</p> <p>understand the difference between close reading and scanning</p> <p>use contents page, simple index and subheadings to find information</p> <p>find recurring language across different stories and poems e.g. foe instead of enemy</p> <p>identify items of information which are related within a text (eg how a character develops through a story or the three most important facts in a short passage of non-fiction).</p> <p>pick out favourite words and phrases</p> <p>draw on what they already know and new vocabulary provided by the teacher</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p> <p>retrieve and explain details about characters, events and information</p> <p>scan a text for specific information in response to written question</p> <p>understand the difference between close reading and scanning</p> <p>use contents page, simple index and subheadings to find information</p> <p>identify items of information which are related within a text (eg how a character develops through a story or the three most important facts in a short passage of non-fiction).</p> <p>pick out the sequence of events in books (fiction and nonfiction).</p> <p>draw on what they already know and new vocabulary provided by the teacher</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p> <p>retrieve and explain details about characters, events and information</p> <p>scan a text for specific information in response to written question</p> <p>understand the difference between close reading and scanning</p> <p>find recurring language across different stories and poems e.g. foe instead of enemy</p> <p>identify items of information which are related within a text (eg how a character develops through a story or the three most important facts in a short passage of non-fiction).</p> <p>pick out the sequence of events in books (fiction and nonfiction).</p> <p>pick out favourite words and phrases</p>	<p>check sentences make sense to them as they read and correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal</p> <p>use contents page, simple index and subheadings to find information</p> <p>retrieve and explain details about characters, events and information</p> <p>scan a text for specific information in response to written question</p> <p>understand the difference between close reading and scanning</p> <p>find recurring language across different stories and poems e.g. foe instead of enemy</p> <p>draw on what they already know and new vocabulary provided by the teacher identify vocabulary which infers additional information eg navy=dark blue</p> <p>make inferences on the basis of what is being said and done</p>
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			<p>identify vocabulary which infers additional information eg navy=dark blue</p> <p>make inferences on the basis of what is being said and done</p>	<p>identify vocabulary which infers additional information eg navy=dark blue</p> <p>make inferences on the basis of what is being said and done</p>	<p>draw on what they already know and new vocabulary provided by the teacher</p> <p>identify vocabulary which infers additional information eg navy=dark blue</p> <p>explain a prediction clearly referencing the text</p> <p>update a prediction whilst reading</p> <p>make inferences on the basis of what is being said and done</p>	
<p>Writing On-going</p>	<p><u>Handwriting</u></p> <p>form lower-case letters of the correct size relative to one another</p> <p>use the diagonal and horizontal strokes needed to join letters</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters</p> <p>write digits of the correct size and orientation</p> <p><u>Dictionary Work</u></p> <p>use first letter to find words in a first dictionary (Teach Autumn 2 then revisit continually)</p> <p><u>Spelling</u></p> <p>write dictated sentences, using GPCs, words and punctuation learnt</p> <p>spell Year 2 common exception words</p> <p>segment spoken words into phonemes and represent these with graphemes</p> <p>learn new ways for spelling phonemes for which one or more spellings are already known</p> <p><u>Composition Planning</u></p> <p>plan what they are going to write about</p> <p>plan to use key words and new vocabulary in writing</p> <p>use a simple given planning tool eg story grid</p> <p>produce a flow chart after a practical activity</p> <p>understand the audience and purpose for their writing</p> <p><u>Composition Drafting</u></p>					



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	<p>encapsulate what they want to say, sentence by sentence</p> <p><u>Composition: Evaluate and Edit:</u> re-read to check that verbs to indicate time are used correctly and consistently (Autumn 2 onwards) read aloud their writing with appropriate intonation to make their writing clear evaluate their writing with the teacher or other pupils and make additions, revisions or corrections start to proof read to check for errors in spelling, grammar and punctuation (Autumn 2 onwards)</p> <p><u>Text Structure</u> sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional) make a correct choice of simple present tense, simple past tense, (Autumn 2 onwards) use present progressive to mark actions in progress</p>
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<p>Writing</p> <p><u>Vocabulary</u> noun noun phrase statement question exclamation command compound suffix adjective verb past tense present tense present progressive past progressive (coordinating conjunction) (main clause)</p>	<p>Letter Narratives Question and Answer poem Instructions (map work) Advice information</p> <p>SENTENCE: Co-ordination (using or, and, but) Subordination (using when, if, that, because) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>PUNCTUATION: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences use apostrophe for contractions</p> <p>WORD: Formation of adjectives using suffixes such as -ful, -less</p> <p>SPELLING: add suffixes, -ful, -less,</p> <p>Adding -ed, -ing, -er and -est to a root word</p>	<p>Diary Letters Recount of Fire Visit Couplets</p> <p>use first letter to find words in a first dictionary</p> <p>SENTENCE: make a correct choice of simple present tense, simple past tense,</p> <p>PUNCTUATION: use exclamation marks</p> <p>WORD: use -ly to turn adjectives in to adverbs for description</p> <p>SPELLING: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>add suffixes -ly</p> <p>Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>	<p>Poem - Haiku Information Text on David Attenborough Instructions Jamaican Salt Dough Minibeast Non-chronological report</p> <p>SENTENCE: use co-ordination – but, so use subordination - when, if, that, because</p> <p>use noun phrases for description and specification</p> <p>use present progressive to mark actions in progress</p> <p>identify how the grammatical pattern in a sentence indicates its function as a question and commands</p> <p>PUNCTUATION: use commas to separate items in a list</p> <p>WORD: use suffixes -ness (formation of nouns), -ful, -less, -ment</p> <p>SPELLING: Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>spell Year 2 homophones and near homophones</p>	<p>Letter/speech Non-chronological report Free Verse Diary</p> <p>SENTENCE: use co-ordination – but, so use subordination - when, if, that, because</p> <p>identify how the grammatical pattern in a sentence indicates its function as a statement.</p> <p>PUNCTUATION: use apostrophe for singular possession</p> <p>WORD: use suffixes -ness (formation of nouns), -ful, -less, -ment</p> <p>SPELLING: Words ending -il</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /ɑ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>add suffixes -ment, -ness, -ful, -less, -ly</p>	<p>Descriptions Narrative Chronological Report</p> <p>SENTENCE: use noun phrases for description and specification</p> <p>identify how the grammatical pattern in a sentence indicates its function as an exclamation</p> <p>PUNCTUATION: use apostrophe for singular possession</p> <p>WORD: use two adjectives to describe a noun -er -est</p> <p>SPELLING: use apostrophe for contractions</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>The /i:/ sound spelt -ey</p> <p>The /ɜ/ sound spelt s</p> <p>The /ɜ:/ sound spelt ar after w</p>	<p>Sea Mythology Haiku poems Recount</p> <p>SPELLING: spell Year 2 homophones and near homophones</p> <p>words ending in -tion</p>
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	<p>ending in -y with a consonant before it</p> <p>The /ax/ sound spelt -y at the end of words</p> <p>spell Year 2 homophones and near homophones</p> <p>use apostrophe for contractions</p>		<p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>add suffixes -ment, -ness,</p>			
<p>Maths</p> <p><u>Additional learning</u> are NC objectives not covered by MNP</p>	<p><u>MNP</u> Number and place value Calculations: Addition and Subtraction Calculations: Multiplication of 2, 5, 10</p> <p><u>Additional learning</u> identify, represent and</p>	<p><u>MNP</u> Calculations: Multiplication and Division of 2, 5, 10 Measurement length Measurement mass Measurement temperature</p> <p><u>Additional learning</u> show that multiplication of</p>	<p><u>MNP</u> Statistics pictographs Mid-year A tests and remediation Calculations: More word problems Measurement money</p>	<p><u>MNP</u> Geometry properties of 2D shapes Geometry properties of 3D shapes Fractions Review and Revisit</p>	<p><u>MNP</u> Measurement time Measurement volume Review and Revisit</p> <p><u>Additional learning</u> know the number of minutes in an hour and the number of hours in a day.</p>	<p><u>MNP</u> Review and Revisit Revision and end of year B tests</p>



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	<p>estimate numbers using different representations, including the number line read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems applying their increasing knowledge of mental and written methods show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>two numbers can be done in any order (commutative) and division of one number by another cannot</p>			<p><i>Clockwise and anticlockwise</i></p>	
<p>Science</p>	<p><u>Observing</u> Make observations using all their senses without prompting</p> <p>Ask questions about the world around us and recognise that they can find answers in different ways</p> <p><u>Predicting</u> Make predictions based on their questions</p> <p><u>Experimenting</u></p>	<p>Find out how easily materials can be <i>squashed, bent, twisted and stretched</i> e.g. wood, metal, plastic, glass, brick, rock, paper cardboard.</p> <p>For at least two materials, link a property to how suitable these materials are for particular uses, e.g. bricks used for houses cannot be squashable, material used for windows must be transparent.</p>	<p>Identify plants and animals in at least one micro-habitat and one larger habitat.</p> <p>Understand things are <i>suited to the habitats</i> they live in.</p> <p>The habitat provides food, water and <i>shelter</i>.</p> <p>Draw arrows on a <i>food chain</i> to show what eats what (specific living things).</p> <p>Start food chains with plants.</p>	<p>Understand that to stay healthy, keep things clean, including washing hands.</p> <p>Understand that to stay healthy, humans need to exercise</p> <p>Know humans need to eat good foods like <i>vegetables, fruits, things like rice and bread and potatoes, and protein, and not too much fat and sugar.</i></p>	<p>Know plants grow from seeds and bulbs (observe this)</p> <p>They need water, light and the right temperature.</p> <p><i>Germination</i> is when a seed starts to grow.</p> <p><u>Observing</u> Make observations using all their senses without prompting</p> <p>Ask questions about the world around us and</p>	<p>Know animals, including humans, have babies (<i>offspring</i>) that grow into adults.</p> <p>Identify if something is <i>alive, dead, or never alive.</i></p> <p>Identify plants and animals in at least one micro-habitat and one larger habitat</p>



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	<p>Use simple equipment such as <i>timers</i>, rulers and <i>magnifying glasses</i></p> <p>Understand that a test should be fair</p> <p>Set up a comparative test</p> <p><u>Analysing, concluding and classifying</u> Compare objects, and suggest ways of comparing or grouping them.</p> <p>Record data in a variety of ways, including a table and a <i>diagram</i>.</p> <p>Use <i>observations</i> and their knowledge to suggest answers to questions.</p> <p>Say what happened in an <i>investigation</i>.</p> <p>Fun colour experiment - growing rainbows</p>	<p><i>Know they use a force to bend and squash materials</i></p> <p><i>Buckets/roof/houses</i></p>	<p>Revisit idea of carnivore, herbivore and omnivore</p>	<p>Know they need food, water and air</p> <p><u>Observing</u> Make observations using all their senses without prompting</p> <p>Ask questions about the world around us and recognise that they can find answers in different ways</p> <p><u>Predicting</u> Make predictions based on their questions</p> <p><u>Experimenting</u> Use simple equipment such as <i>timers</i>, rulers and <i>magnifying glasses</i></p> <p>Understand that a test should be fair</p> <p>Set up a comparative test</p> <p><u>Analysing, concluding and classifying</u> Compare objects, and suggest ways of comparing or grouping them.</p> <p>Record data in a variety of ways, including a table and a <i>diagram</i>.</p> <p>Use <i>observations</i> and their knowledge to suggest answers to questions.</p>	<p>recognise that they can find answers in different ways</p> <p><u>Predicting</u> Make predictions based on their questions</p> <p><u>Experimenting</u> Use simple equipment such as <i>timers</i>, rulers and <i>magnifying glasses</i></p> <p>Understand that a test should be fair</p> <p>Set up a comparative test</p> <p><u>Analysing, concluding and classifying</u> Compare objects, and suggest ways of comparing or grouping them.</p> <p>Record data in a variety of ways, including a table and a <i>diagram</i>.</p> <p>Use <i>observations</i> and their knowledge to suggest answers to questions.</p> <p>Say what happened in an <i>investigation</i>.</p> <p>Growing in dark/light</p>	
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							<p>Say what happened in an <i>investigation</i>.</p> <p>What happens to our bodies when we exercise?</p>
<p>Computing</p> <p><u>Vocabulary</u> online safety, search, internet, sharing, digital footprint, Email, algorithm, concept map,node</p>	<p><u>Digital Literacy</u> Know the implications of inappropriate searches</p> <p>Know how to report inappropriate content</p> <p>Recognises that information can stay online and could be copied</p>						
	<p><u>Information Technology</u> Choose a range of media in their digital content including <u>photos, clipart</u>, texts and sound</p> <p>Different types of ways to use paint (microsoft or google) Link to artists</p>	<p><u>Information Technology</u> Retrieve relevant, purposeful digital content using a search engine</p> <p>Use of terms such as for kids after search term and introduction of google safe search etc. Link to Y1 learning</p>	<p><u>Information Technology</u> Choose a range of media in their digital content including <u>photos, clipart, texts</u> and sound</p> <p>PPT - poetry reading and recording into powerpoint to produce a presentation - haikus?</p>	<p><u>Computer Science</u> Know that a computers need precise instructions</p> <p>Create a simple program that achieves a specific purpose</p> <p>Identify and correct some errors</p> <p>Plan using logical reasoning to predict outcomes Identify the parts of a program that respond to specific events Skills and then apply in Summer 1 to make a Fairy Tale Scene using a control programme (code it - Phil Bagge has a Scratch junior planning format for building a story. It could be done using normal scratch as well</p>	<p><u>Information Technology</u> Choose a range of media in their digital content including photos, clipart, texts \and sound</p> <p>PPT - present information linked to food chains/history</p>		
<p>Art</p> <p><u>Vocabulary</u> <i>Hatch, cross hatch, proportion, sketch, primary, secondary, score, slip, thatch, layering, fabric, repeat, direction portrait, portraiture</i></p>	<p><u>Developing and generating ideas</u> understand that ideas can be generated through experimenting (doing)</p> <p><u>Painting</u> change shade by adding black to darken</p> <p>change tint by adding white to lighten</p>	<p>use primary and secondary source material</p> <p><u>Developing and generating ideas</u> understand that ideas can be generated through experimenting (doing)</p> <p><u>Painting</u> change hue of secondary colours by using different</p>	<p>use primary and secondary source material</p> <p><u>Developing and generating ideas</u> understand that ideas can be generated through experimenting (doing)</p> <p><u>Drawing</u> create patterns by repeating lines and shapes</p>	<p><u>Drawing</u> use different pencil grades</p> <p>begin to use varying pressure on pencil to add tone and texture</p> <p>use hatching, cross - hatching, dots, loops and wavy lines.</p> <p>draw faces using the idea of 3 equal parts.</p>	<p>use primary and secondary source material</p> <p>Takes video of their environment to inform work</p> <p><u>Developing and generating ideas</u> understand that ideas can be generated through experimenting (doing)</p>	<p>use primary and secondary source material</p> <p>Takes video of their environment to inform work (if a beach trip happens)</p> <p><u>Developing and generating ideas</u> understand that ideas can be generated through experimenting (doing)</p> <p>asks and answers questions when looking at artwork</p>	



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	<p>choose brush size appropriate to task</p> <p>control a paintbrush to paint within a shape</p> <p>Knowledge know the colour wheel is split in half to show warm and cool colours</p> <p>name the warm and cool colours</p> <p>Developing and generating ideas name one similarity and one difference between the work of two artists studied</p> <p>describe what an artist has created</p> <p>ask and answer questions when looking at artwork</p> <p>Sketchbooks record simple media explorations in 'sketchbooks e.g. drawing or painting skills</p>	<p>proportions of primary colours</p> <p><i>Fire of London – outline black paper buildings and background paint blended fire colours</i></p>	<p>add colours to patterns</p> <p>Printing make repeated patterns by filling the page in different directions</p> <p>consider colour choices when making repeated patterns.</p> <p><i>Jamaica inspired print patterns</i></p>	<p>draw from memory</p> <p>know the difference between pencil grades when drawing: H for Hard, B for black (soft)</p> <p><i>Picasso inspired Book: The Portrait Revolution by Julia Kay</i></p>	<p>Sketchbooks record simple media explorations in 'sketchbooks e.g. drawing or painting skills</p> <p>Sculpture score and slip to join clay</p> <p>create surface patterns and textures to a clay tile</p> <p>Knowledge know that slip is made up of clay and water.</p> <p>know that clay is fired in a kiln at high temperatures</p> <p><i>Artist Knowledge</i> Marianne North <i>Relief tile linked to plants in style of Marianne North</i></p>	<p>describe what an artist has created</p> <p>Sketchbooks record simple media explorations in 'sketchbooks'</p> <p><i>Artist Knowledge</i> Hokusai – great wave filling the picture</p> <p>Collage sort collage materials according to specific qualities, e.g. warm/cool colours, shiny, smooth</p> <p>use collage materials according to their specific qualities</p> <p>add different marks and colours to collage materials <i>Own collaged version of Hokusai Great Wave</i></p>
<p>DT <i>Vocabulary</i></p> <p>function, user, material, environment, safety</p>	<p>Knowledge Levers and sliders both help us move things</p> <p>A lever is a handle or bar or strip that turns around a pivot.</p>		<p>Food comes from the UK and wider world. (link to fruit) Taste other foods- (schools can adapt to any cultures present)</p> <p><i>Make</i></p>	<p>Knowledge Identify carbohydrate, fruit/veg, protein (draw eat well plate)</p> <p>Five fruit or vegetables a day is healthy</p>	<p>Knowledge</p> <p>Backstitch is stronger than running stitch</p> <p>Design</p>	<p>Knowledge Wheels are fixed to axles. Axles cannot be fixed to their holders</p> <p>Design say how the product will be suitable for the intended user, including looking good</p>



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<p>purpose, ideas, design criteria, product,</p> <p>slicing, peeling, cutting, squeezing, healthy diet, ingredients, flesh, skin, seed, pip, core, dough, celsius, preheat</p> <p>Lever, pivot, slider, axle</p> <p>Felt, running stitch, back stitch, needles, thread</p>	<p>A slider moves along a bar or strip</p> <p><u>Design</u> say how the product will be suitable for the intended user, including looking good</p> <p>use simple design criteria to help develop their ideas</p> <p>use knowledge of existing products to help come up with ideas</p> <p>use given templates and mockups</p> <p>label designs</p> <p>identify simple levers and sliders in moving books/products.</p> <p><u>Make</u> make sliding mechanisms</p> <p>use split pins and glue to join paper and card</p> <p>make simple lever and linkages to create movement</p> <p>select from a range of tools and equipment, explaining their choices</p> <p><u>Evaluate</u></p>		<p>help adult to rub butter into flour</p> <p>knead with adult help</p> <p>use oven with adult</p> <p>measure with measuring spoons</p> <p>Make Jamaican hard dough</p>	<p><u>Design</u> say how the product will be suitable for the intended user, including looking good</p> <p>use simple design criteria to help develop their ideas</p> <p>use knowledge of existing products to help come up with ideas</p> <p>label designs</p> <p><u>Make</u> work safely and hygienically</p> <p>select from a range of tools and equipment, explaining their choices</p> <p>use a sharp knife safely to chop –bridge and claw grips. This is very early to start with sharp knives. Recommend using butter knives first to cut very soft foods such as bread, cheese, dough etc.</p> <p>use peeler safely</p> <p>Make fruit salad salad</p> <p><u>Evaluate</u> describe what went well, thinking about design criteria</p>	<p>say how the product will be suitable for the intended user, including looking good</p> <p>use simple design criteria to help develop their ideas</p> <p>use knowledge of existing products to help come up with ideas</p> <p>use given templates and mockups</p> <p>label designs</p> <p><u>Make</u> mark out and cut materials including textiles</p> <p>thread a large needle</p> <p>use running stitch and back stitch</p> <p>finish off</p> <p><u>Evaluate</u> describe what went well, thinking about design criteria</p> <p>suggest improvements</p> <p>know what materials/ingredients / fabric they made their products from</p>	<p>use simple design criteria to help develop their ideas</p> <p>use knowledge of existing products to help come up with ideas</p> <p>use given templates and mockups</p> <p>label designs</p> <p><u>Make</u> select from a range of tools and equipment, explaining their choices</p> <p>use wheels and axles</p> <p>select from a range of tools and equipment, explaining their choices</p> <p><u>Evaluate</u> describe what went well, thinking about design criteria</p> <p>suggest improvements</p> <p>know what materials/ingredients / fabric they made their products from</p> <p>evaluate products, saying specifically:</p> <ul style="list-style-type: none"> • how well they have been made, • whether they work • if they are fit for purpose <p>Victorian Vehicles</p>
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	<p>describe what went well, thinking about design criteria</p> <p>suggest improvements</p> <p>know what materials/ingredients / fabric they made their products from</p> <p>evaluate products, saying specifically:</p> <ul style="list-style-type: none"> • how well they have been made, • whether they work • if they are fit for purpose <p><i>Moving crayon pictures to match their own story incorporating the Art Obj taking picture to inform their work.</i></p>			<p>suggest improvements</p> <p>know what materials/ingredients / fabric they made their products from</p> <p>evaluate products, saying specifically:</p> <ul style="list-style-type: none"> • how well they have been made, • whether they work • if they are fit for purpose 	<p>evaluate products, saying specifically:</p> <ul style="list-style-type: none"> • how well they have been made, • whether they work • if they are fit for purpose <p>select from a range of tools and equipment, explaining their choice Bookmark/puppet</p>	
<p>Geography <u>Vocabulary</u></p> <p>beach, cliff, coast, ocean, river, continent, port, harbour, shop, city, tourist, north, south, east, west, natural</p>	<p>use simple North, South, East and West to describe location or routes on a map (large scale OS)</p> <p>identify landmarks on aerial photographs eg Wimborne Minster</p> <p>follow a simple route from a map</p> <p>look down on objects to make a plan view</p>	<p>Identify human and physical geography facts about London and compare them to Verwood/Wimborne</p> <p>know London has a big river (the Thames)</p> <p>know that Kingston and London are both cities (but London is very big)</p> <p>know that London, Kingston and Poole are ports</p>	<p>Find the world's seven continents on a globe</p> <p>know there are 7 continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America</p> <p>Find the world's five oceans on a globe</p> <p>know there are 5 oceans: Atlantic, Pacific, Indian, Arctic, Southern</p>			



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	<p>draw a map of a real place</p> <p>use agreed symbols to make a key</p>	<p>understand that ships reach London using the river, but ships reach Poole and Kingston using their big harbours</p> <p>explain simple patterns to do with human activities (e.g., suggest why London has so much traffic, or why tourists go to Kingston or suggest why the flow of traffic outside school changes at different times)</p> <p>make simple measurements in the locality, eg counting traffic at different times, measuring rainfall</p> <p>organise simple data from fieldwork and second hand sources, eg using tables or descriptions</p>	<p>(Link to Armstrong hist y1 view of Earth)</p> <p>Find Jamaica on a globe (link to Mary Seacole)</p> <p>know Kingston is the capital of Jamaica</p> <p>find Poole on a simple map of Dorset</p> <p>know Poole is a town near Wimborne/Verwood</p> <p>know both Poole and Kingston have big natural harbours</p> <p>know Poole has sandy beaches and small cliffs near the town</p> <p>know Kingston has sandy beaches near the city</p> <p>know that in Kingston it is dry from December to April, but in Poole/UK rain happens any time of year</p> <p>know that in Kingston it is hot all year round (link to Equator)</p> <p>explain simple patterns related to physical processes eg colder at night when dark, or warmer in the summer when there is more sun</p>			
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			<p>know a city is usually bigger than a town</p> <p>know a port is where ships stop to load and unload</p> <p>know that Kingston and London are both cities (but London is very big)</p> <p>know that London, Kingston and Poole are ports</p> <p>understand that ships reach London using the river, but ships reach Poole and Kingston using their big harbours</p> <p>understand Poole has ferries that carry cars and passengers to France every day, but most Kingston ships carry things to sell</p> <p>understand that Kingston and Poole make money from tourists visiting to relax on the beach</p>		
<p>History <i>Vocabulary</i> recently, now and later, because, change, artefact, sequence, source, firebreak thatched wattle and daub</p>		<p><i>Evidence and Enquiry</i> Use pictures, photographs, artefacts, visitors/visits to ask a range of questions (What? Where? Who? and start to ask why?) and find simple answers.</p>		<p><i>Chronology</i> Sequence several artefacts and events</p> <p>Sequence photos, eg nurses from Mary Seacole's time until now. Recount changes in your own life over time and</p>	<p><i>Evidence and Enquiry</i> Use pictures, photographs, artefacts, visitors/visits to ask a range of questions (What? Where? Who? and start to ask why?) and find simple answers.</p> <p>Compare 2 sources of the same event/person and identify the differences.</p>



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		<p>Compare 2 sources of the same event/person and identify the differences.</p> <p>Say which source they think is the most useful in a given context.</p> <p><u>Interpreting, Connecting</u> Suggest why an individual acted as they did, and say why they think that.</p> <p>Understand basic cause and effect eg cause of fire of London and why it spread. Compare aspects of life in different times eg fire precautions then</p> <p><u>Knowledge</u> <u>Great Fire of London</u> <i>(link to Y1 Geog location)</i> Know: -it started in a bakery -it spread because houses were very dry, close packed and burned easily, and there was a strong wind. Houses old, made of wattle and daub. Lasted 3 days Stopped due to firebreaks and wind stopping Samuel Pepys wrote an account of it and now.</p>		<p>sequence events accurately.</p> <p>Suggest why an individual acted as they did, and say why they think that.</p> <p>Describe changes in opportunity, have access to, or changes in opportunities for women (ref Malala).</p> <p><u>Knowledge</u> <u>Mary Seacole</u> <u>1805-1881</u> Know: -she was British, mother from Jamaica, father from Scotland -she went out on her own to the Crimean war to help wounded soldiers. -she helped soldiers get better</p> <p><u>Florence Nightingale</u> <u>1820-1910</u> known as the 'Lady with the Lamp' - was the founder of modern nursing. -helped care for soldiers during the Crimean War. After the war, she set up the Nightingale School of Nursing, which aimed to formalise the education of nurses. Know that her work on hygiene laid the basis for the hygiene in</p>	<p>Say which source they think is the most useful in a given context.</p> <p><u>Interpreting, Connecting</u> Describe changes locally, eg comparing sports their grandparents played at school and sports facilities, including swimming (ref Ellie Simmonds), and what they play and have access to, or changes in opportunities for women (ref Malala).</p> <p><u>Knowledge</u> <u>Victorian seaside</u> Holidays past and present</p>
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							schools now to combat covid.
MFL	<p>Know that French is a language Locate France (link to geog)</p> <p>Reply to greetings in French Bonjour, Au revoir, Bonne nuit, Bon anniversaire, Merci, S'il vous plaît, Monsieur, Madame, Numbers 1 - 10</p> <p>Join in with familiar songs in French</p>						
Music <u>Vocabulary</u> ostinato graphic score dot notation stick notation structure texture crescendo diminuendo pause	Charanga Unit Friendship song. improvise simple question and answer phrases sing with the awareness of pitch, dynamics and tempo identify changes in tempo, dynamics and pitch develop playing tuned (xylophone, glockenspiel) instruments to create short rhythmic patterns and varying the tempo keep a steady beat accompany a song with a two note repeated pattern <i>Listen to : Pop With A Little Help from My Friends The Beatles</i>	BBC KS1 Music The Great Fire https://teach.files.bbci.co.uk/schoolradio/music/great_fire_of_london/great_fire_of_london_music_teachers_notes.pdf History link - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi identify changes in tempo, dynamics and pitch listen with concentration and understanding to a range of high-quality live and recorded music develop playing tuned (xylophone, glockenspiel) and untuned (tambourine, tambour, triangle, cymbals, maracas, wood blocks, claves)instruments to create short rhythmic patterns and varying the tempo keep a steady beat rehearse compositions adapting to use the most	Charanga Unit: Hands, Feet, Heart sing with the awareness of pitch, dynamics and tempo identify changes in tempo, dynamics and pitch listen with concentration and understanding to a range of high-quality live and recorded music compose a simple tune using 3 or 4 notes rehearse compositions adapting to use the most appropriate inter-related dimensions of music develop playing tuned (xylophone, glockenspiel) and untuned (tambourine, tambour, triangle, cymbals, maracas, wood blocks, claves)instruments to create short rhythmic patterns and varying the tempo keep a steady beat	Charanga Unit I Wanna Play In A Band! sing with the awareness of pitch, dynamics and tempo identify changes in tempo, dynamics and pitch compose a simple tune using 3 or 4 notes rehearse compositions adapting to use the most appropriate inter-related dimensions of music develop playing tuned (xylophone, glockenspiel) and untuned (tambourine, tambour, triangle, cymbals, maracas, wood blocks, claves)instruments to create short rhythmic patterns and varying the tempo keep a steady beat	Charanga Unit KS1 Jack and the Beanstalk sing with the awareness of pitch, dynamics and tempo identify changes in tempo, dynamics and pitch invent pictorial notation to represent different sounds and instruments read graphic representations that show a change in duration and dynamics develop playing tuned (xylophone, glockenspiel) and untuned (tambourine, tambour, triangle, cymbals, maracas, wood blocks, claves)instruments to create short rhythmic patterns and varying the tempo keep a steady beat <i>Listen to:</i>	Charanga Unit KS1 Oceans, Seas and Rivers sing with the awareness of pitch, dynamics and tempo identify changes in tempo, dynamics and pitch develop playing tuned (xylophone, glockenspiel) and untuned (tambourine, tambour, triangle, cymbals, maracas, wood blocks, claves)instruments to create short rhythmic patterns and varying the tempo keep a steady beat follow high/low pitch hand signals identify beat groupings in familiar music <i>Listen to:</i>	



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		<p>appropriate inter-related dimensions of music</p> <p>sing with the awareness of pitch, dynamics and tempo</p> <p>compose a simple tune using 3 or 4 notes <i>Listen to: Brandenburg Concerto No 1 by Johann Sebastian Bach., VIVALDI: The four seasons Flanders Recorder Quartet in concert - Bach Vivaldi BWV 596 The Marriage of Figaro :Overture Armide Overture by Jean-Baptiste Lully Arrival Of The Queen Of Sheba by George Frideric Handel</i></p>	<p>accompany a song with a two note repeated pattern</p> <p>follow high/low pitch hand signals</p> <p>identify beat groupings in familiar music</p> <p><i>Listen to: Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back Home by Hugh Masekela You Can Call Me Al by Paul Simon Hlokolozla by Arthur Mofokate</i></p>	<p>accompany a song with a two note repeated pattern</p> <p><i>Listen to: Rock n Roll Hound Dog Elvis Presley</i></p>		
<p>PE (GetSet4PE) Each PE Topic is 8 Weeks long and therefore Topic 6 is taught as a double that week (4 weeks of two lesson)</p> <p><i>Not covered in GetSet4PE in that unit</i></p>	<p><u>Fundamentals</u></p> <p>describes how body feels during exercise</p> <p>use feedback provided to improve the quality of their own work provides feedback using keywords</p> <p>identifies good technique</p> <p>show balance and coordination when running at different speeds</p> <p>link running and jumping movements with some control and balance.</p>	<p><u>Gymnastics</u></p> <p>perform balances on different body parts with some control</p> <p>take body weight on different body parts, with and without apparatus.</p> <p>show increased awareness of extension and flexibility in actions.</p> <p>copy, remember, repeat and plan linking simple actions with some control and technique.</p> <p>name more than one thing they did well and one area of improvement.</p>	<p><u>Dance</u></p> <p>show a character and idea through the actions and dynamics chosen</p> <p>copy, remember and repeat a series of actions that flow work with a partner using mirroring and unison</p> <p>Uses counts to stay in time with music.</p> <p><i>select from a wider range of actions in relation to a stimulus.</i></p> <p>use pathways, levels, shapes, directions, speeds and timing with guidance.</p>	<p><u>Fitness</u></p> <p>describes how body feels during exercise</p> <p>continue working over a longer period of time.</p> <p>explore skills independently before asking for help.</p> <p><i>encourage multiple students to keep trying.</i></p>	<p><u>Athletics</u></p> <p>show balance and coordination when running at different speeds</p> <p>show control and balance when travelling at greater speeds.</p> <p>link running and jumping movements with some control and balance.</p> <p>show hopping and jumping movements with some balance and control.</p> <p>change technique to throw for distance. *overarm/underarm</p>	



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	<p>show hopping and jumping movements with some balance and control.</p> <p>show control and balance when travelling at greater speeds.</p> <p>demonstrates balance and co-ordination when changing direction.</p> <p>perform actions with increased control when co-ordinating their body with and without equipment.</p> <p>use simple tactics.</p> <p>complete the challenges and tasks set.</p>	<p>answer open and closed questions based on techniques</p>			<p>demonstrates balance and co-ordination when changing direction.</p> <p>perform actions with increased control when co-ordinating their body with and without equipment.</p> <p>explain why certain techniques are correct for application (<i>Which throw do we use for long distances etc</i>)</p>	
	<p><u>Ball Skills</u></p> <p>throw and roll towards a target using varying techniques with some success.</p> <p>dribble a ball with some success, stopping it when required.</p> <p>show balance when kicking towards a target.</p> <p>move to track a ball and stop it using feet with limited success.</p> <p>catch an object passed to them, with move to space to help score goals or limit others scoring.</p>	<p><u>Invasion</u></p> <p>catch a ball with and without a bounce accurately throw a ball to a partner</p> <p>Track a ball that is coming towards them and stop it using hands and feet</p> <p>trap and cushion a ball that is coming towards them accurately send a ball to a partner</p> <p>Dribble a ball with hands and feet towards a goal</p> <p>Stay close to another player to try to stop them from getting the ball</p>	<p><u>Net and Wall ½</u></p> <p>hit a ball over the net and into court area</p> <p>throw accurately to a partner</p> <p>defend space on my court using the ready position</p> <p>strike a ball using a racket.</p> <p>know how to score points and remember the score</p>	<p><u>Striking and Fielding</u></p> <p>throw accurately to a partner</p> <p>throw underarm and overarm</p> <p>roll a ball to hit a target</p> <p>track a ball and collect it</p> <p>use simple tactics to make it difficult for an opponent</p> <p>strike a ball using a racket.</p> <p>select and apply skills to use in a variety of differing situations i.e. <i>choosing the appropriate passing technique to keep possession.</i></p>	<p><u>Team Building</u></p> <p>shares ideas and listen to others to help to solve tasks</p> <p>create and a simple diagram/map</p> <p>select and apply skills to use in a variety of differing situations i.e. <i>choosing the appropriate passing technique to keep possession.</i></p> <p>complete the challenges and tasks set.</p>	



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	catch a variety of balls by self & with partner and without a bounce.	show good sportsmanship when playing against an opponent use rules to keep a game going			explore skills independently before asking for help. confidently share ideas contribute to class discussion encourage multiple students to keep trying. take turns to listen to each other.	
PSHE (Heartsmart) Not in Y2 Heartsmart	<u>Get Heartsmart</u> Understand that others' families may look different to their family (single parent, foster parent, grandparents, two mums, two dads etc) Understand we should respect differences between families understand the importance of respect for differences between people	<u>Don't Forget to Let Love In</u> explain their views describe their feelings to others Recognise how other people are feeling take responsibility for their actions understand that their actions have consequences	<u>Too Much Selfie Isn't Healthy</u> identify the people who work in their community Know about people who help them keep safe eg police, school staff know how to dial 999 and what to say in an emergency (including own address) explain their views	<u>Don't Rub it in Rub It Out</u> Know that bullying is being nasty to someone several times on purpose Know that hurtful teasing and bullying is wrong Know that bodies and feelings can be hurt Know what to do if teasing and bullying is happening to	<u>Fake Is A Mistake</u> explain their views describe their feelings to others Recognise how other people are feeling use simple strategies to manage feelings e.g time out Make healthy choices about food.	<u>No Way Through Isn't True</u> explain their views describe their feelings to other Recognise how other people are feeling use simple strategies to manage feelings e.g time outs set more complex day to day goals Understand that people should look after the natural environment Look after the school environment



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	<p>respect the needs of ourselves and others</p> <p>Understand some ways we are the same as other people (eg the same physical and emotional needs)</p> <p>Help to make class rules</p> <p>Share opinions on things that matter to them</p> <p>explain their views</p> <p>describe their feelings to others</p> <p>take responsibility for their actions</p> <p>understand that their actions have consequences</p>		<p>describe their feelings to others</p> <p>Recognise how other people are feeling</p> <p>take responsibility for their actions</p> <p>understand that their actions have consequences</p> <p><i>Know about privacy 'I know why it is important to keep personal information private.' -Y3 statement</i></p> <p><i>Respect the privacy of others</i></p> <p>know age restrictions that keep us safe, for social media, computer games and films</p> <p>'I understand that online safety rules are similar to safety rules in life'</p>	<p>themselves and others</p> <p>Understand how different types of behaviour may make others feel (eg good manners, bad behaviour in playground, listening/not listening to someone, saying 'I don't like you')</p> <p>take responsibility for their actions</p> <p>understand that their actions have consequences</p> <p>explain their views</p> <p>describe their feelings to others</p> <p>Recognise how other people are feeling</p> <p><i>Know why hygiene is important (y4 statement, don't forget to let love in)</i></p> <p><i>Know about appropriate and inappropriate touch (Y1 statement, don't forget to let love in)</i></p> <p>Understand about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid (Y1</p>	<p>Know exercise makes it less likely we get some diseases</p> <p>Know exercise should be part of daily and weekly routine</p> <p>take responsibility for their actions</p> <p>understand that their actions have consequences</p>	<p>Know about growing and changing from young to old</p> <p>know how people's needs change. E.g babies grow up and become independent</p> <p>identify feelings associated with change or loss</p> <p><i>Understand how to keep money safe (Y1 statement, don't forget to let love in)</i></p>
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				statement, No way through isn't true)		
RE	<p>Engagement: Describe some religious symbols they have seen. Recognise what concepts like belonging, commitment and kindness mean to them.</p> <p>Investigation: See below</p> <p>Evaluation: Start to think through enquiry questions using some facts Begin to see that could be more than one answer Suggest meanings to some religious and moral stories</p> <p>Expression: Talk about ways people belong, responding sensitively to the faiths they have heard about so far. Notice and respond sensitively to some similarities between different religions. Express a response to questions about belonging, meaning and truth using words, music, art or poetry. Start to give opinions about right and wrong Explain how a text has something to say to them, exploring different ideas</p>					
	<p>Autumn 1: Judaism: How special is the relationship that Jews have with God? Suggest meanings to some religious and moral stories in relation to the Jewish faith</p> <p>Recognise how religious stories can guide the practice and daily life of Jewish people.</p> <p>Autumn 2: Christianity: What do Christians believe God is like? Christians believe God has a unique relationship with humans, and loves us.</p> <p>Jesus told parables to show God's love and show how we should live</p> <p>Christians worship God and try to live in ways that please God.</p> <p>Christians believe Jesus built a bridge between God and humans.</p>	<p>Spring 1: Judaism: How important is it for Jewish people to do what God asks them to do? Passover celebrates the time when the Jewish people escaped from being slaves in Egypt.</p> <p>They were led by Moses. God gave Moses the rules called the 10 commandments.</p> <p>They eat a bitter food called Maror to remind them of being slaves.</p> <p>(Jesus was killed at the time Passover was being celebrated)</p> <p>Spring 2: Christianity: What is the good news that Jesus brings?</p> <p>To recognise that Christians believe God has a unique relationship with humans, and loves us.</p> <p>To know that Christians believe God is loving, kind and fair and also Lord and King and that they try to live in ways that please God.</p>	<p>Summer 1: Christianity: Is it possible to be kind to everyone all the time?</p> <p>Jesus told parables to show God's love and show how we should live eg the Good Samaritan.</p> <p>Christians worship God and try to live in ways that please God.</p> <p>Summer 2: Islam People who are Muslims call God Allah.</p> <p>They have a holy book called the Qur'an.</p> <p>Islam was started by the prophet Muhammed, who was born in Makkah now in Saudi Arabia.</p> <p>Muslim people try to make a pilgrimage to Makkah once in their life. This is called the Hajj.</p> <p>How important is the Qur'an to Muslims?</p> <p>Does completing the Hajj make a person a better Muslim?</p>			