Autumn Term KENYA		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
History	Question									Where is London?	What was the Great Fire of London?	How did the Great fire start?	What was the timeline of events for the Great Fire?	Who was Samuel Pepys?	How did the fire spread so quickly and what was done to stop it happening again?	Is it fair that people had to evacuate to the river and leave their homes and belongings? Was it fair that some of the houses had to be pulled down to stop the fire spreading?
	Skills									I can ask and answer questions about the past. I can communicate significant events from the past.	I can ask and answer questions about the past. I can communicate significant events from the past.	I can answer questions about the past.	I can begin to use different sources to find out about the past.	I can begin to use different sources to find out about the past. I can ask and answer questions about the past. I can communicate significant events from the past.	I can begin to use different sources to find out about the past. I can ask and answer questions about the past. I can communicate significant events from the past.	I can participate in a class discussion/debate and share my opinions
	Knowledge									I know where London is I can compare London then and now	I know that children in most families didn't go to school in the 17th Century. I know that children worked from	I know who King Charles II is. I know who Thoman Farynor is I know who Samuel Pepys is I know when and where the Great	I know there was a clear timeline of events. I can order the events in time order.	I know who King Charles II is. I know who Thoman Farynor is I know who Samuel Pepys is	I know that new houses were made of stone. I know that houses weren't built as close together.	I know facts about what happened during the Great Fire I know why the houses burned so quickly.
	Activity									Find London on a Map of the UK and Label. Look at pictures of London now- label what you see. Look at a picture of London in 1600s. Label. Discuss what is the same and what is different.	Compare life in 17th Century London to now- What was similar? What was different?What did children do? Has anyone been to London? What do you remember about it? Has anyone heard of any landmarks in London? Write suggestions on the IWB. Where they there in the time of the Fire of London?	Look at a map of London and show where the Great Fire started. Look at a powerpoint of what happened- where it started, when etc https://www.bbc.co.uk/newsround/37253904 look at the clip. Colour in the map showing the spread of the fire.	Watch the video clip about the fire. Order the events of the Fire of London and create timeline of events as a class. Complete your own timeline after taking part in the class timeline.	How do we know so much about the Great fire? Look at the powerpoint about Samuel Pepys and read about him on https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt. Watch the video and complete the activity as a class. Write a diary entry as someone who had to leave their home because of the fire.	https://www.bbc.co.uk/newsround/37222884 Watch the clip showing how the fire started and then what happened after the fire. Then read the powerpoint about what happened next. What was done to make sure a fire like this would never happen again? Write about the improvements made. Design a new London street showing these improvements. Label, explaining your choices.	https://www.bbc.co.uk/newsround/37275755 watch the clip showing a wooden London skyline being set alight to show how the fire spread. Debate
Science Year 1	Question		What are the names of different animals?	How can we group animals?	Why are animals different?	Where do animals live?	What do animals eat?	What is a Herbivore/Carnivore/Omnivore?	What does the body of an animal look like?		What happens when humans get older?	What do we need to survive?	How do we keep our bodies healthy?	What are the parts of my body?	How do you keep your teeth clean and healthy?	
	Skills		Ask simple scientific questions about the world around them	Ask simple scientific questions about the world around them	Ask simple scientific questions about the world around them	Ask simple scientific questions about the world around them	Ask simple scientific questions about the world around them	Ask simple scientific questions about the world around them	Ask simple scientific questions about the world around them		Observe objects, materials, living things and changes over time, sorting and grouping them	Ask simple scientific questions. Observe objects, materials, living things and changes over	Ask simple scientific questions. Observe objects, materials, living things and changes over	Observe objects, materials, living things and changes over time, sorting and grouping them	Observe objects, materials, living things and changes over time, sorting and grouping them	
	Knowledge		I can name a range of domestic animals. I can name a range of animals that live in different places. I can describe a variety of animals.	I know that animals are grouped into mammal, fish, reptiles, birds and amphibians. I can sort animals into the correct group. I know the criteria for an animal to belong to a group.	I know that animals have similirities and can talk about them. I know that there are differences between animals and I can identify and discuss them.	I can name a range of domestic animals. I can name a range of animals that live in different places.	I know that some animals eat meat. I know that some animals eat plants. I know that some animals eat both meat and plants.	I know that Herbivores only eat plants. I know that Carnivores only eat meat. I know that Omnivores eat both meat and plants.	I know that animals have body parts such as heads, bodies, legs, arms. I know that some animals different body parts such as paws/hooves/wings/beaks I know that different groups of animals have different body parts.		I know that all animals, including humans, grow and change as they become older. I can recognise that humans' appearance changes over time eg we get taller, heavier.	I know that we need food, water and air and water to stay alive. I know that all animals, including humans, need to feed to grow and to be active.	I know that the body needs a healthy diet to keep it healthy. I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them.	I can name the part of the human body and label them	I know that it is important to keep my teeth clean	
	Activity		What are your favourite animals? Make a list on the IWB of all the animals mentioned by the class. Talk about different animals you may have seen out in the countryside, on holiday etc. How many animals can you name? On whiteboards, children have a minute to write as many animal names as they can. Guess who: Children to both have a copy of the board and have a book between them so they cant see where the counter lands. Children to play the game, rolling the dice and whichever animal they land on, describe it to their partner. Can they identify and name the animal? Children to circle and write the	What are the names of some animals you know? Introduce the names of different groups of animals- Mammals, fish, reptiles, birds and amphibians. Have each group name written on large piece of paper at the front. Discuss- has anyone heard of any of these group names before? Does anyone know what makes an animal fit in any of the groups? Discuss and then feedback ideas. Explain how animals fit into each group. Does anyone know any animals that would fit in the groups? Take ideas, write animals around the group name of each group. Refer back to the list of animals and as a class, classify them into their groups.	Recap the group names of each animal group. Children to shout out examples of animals that belong to the different groups. Look at the rest of the powerpoint from lesson 2. Look at slide 11. What is similiar about the animals? a list of all the similiar features on the WB. In science books, give children a picture showing 2 animals. Children to list everything that is similar about the two animals. Move onto the next slide. Some animals are very different- discuss the differences between the two animals. Activity: Choose 2 animals in different groups and explain how they are the same and how they	Look at the animals mentioned in Handa's surprise. Do the animals mentioned live where we live? If not, where do they live? Have a picture of a duck on the whiteboard. Where do ducks live? How do you know? Have a selection of pictures on the WB. Children to draw the animals in their books and write a sentence about where they live OR write a label of where they live under their picture. LAPS- pictures of animals and where they live to match.	Ask children if they have any pets- children to share and tell the class about their pets. and what type of animals their pets are. Make a list on IWB. What do your pets eat? Discuss and then add the information next to the pets. If children say 'dog' food or 'cat' food- what do you think is in it? Is it meat? is it vegetables? Do all animals eat the same things? Look at the powerpoint and go decide what each animal eats. As a table, play the matching activity- match the animal to its chosen food. Activity- choose an animal from each of the groups we learnt about earlier in the term. Draw your chosen animal and write a list of	Have each of the 3 terms written on large paper at the front of the class. Has anyone heard of these terms before? What do they mean? https://www.youtube.com/watch?v=oCFU3tLdjRY Look at the powerpoint introducing the terms. https://www.youtube.com/watch?v=ZWM-QpN3yI4 Acivity: give children a sheet with 3 boxes on: Herbivore/Carnivore and Omnivore. Children to sort and stick pictures into the correct box OR draw their own pictures of animals and label i nthe correc boxes.	Do animals have the same body parts as us? Look at our bodies- list the parts we know. Look at a picture of a Lion. Refer back to our list of body parts- does a lion have the same parts? Tick each body part that a lion also has. there any that a lion has but are called a different name (Feet- paws). Label the lion with the parts. Which extra parts does a lion have that we don't? Label parts such as mane, claws, whiskers, snout, fur etc.M Have different pictures of animals from the different groups. printed out. Children to take an animal from each group, stick it in their book and label it with the different body parts they know. Activity: Children to choose their		Watch the bbc bitesize video 'How we change as we grow older' https://www.bbc.co.uk/bitesize/clips/zt7w2hv Discuss how we change over time- look at the life cycle of a human. Look at the Powerpoint about the life cycle of a Human. Activity: Cut and Stick. Order the stages of human growth. Children to label two changes as you grow (e.g. gain weight etc).	Look at the 'Basic needs' Powerpoint up to slide 10. Discuss what a humans basic needs are, then talk about what an animals needs are. Are they different to a humans needs? Discuss what animals basic human needs are too. Activity: Cut and paste human 'needs' and 'wants' - can children identify humans basic needs.	Watch the BBC Bitesize video about keeping healthy https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p Look at the 'Healthy Living' powerpoint. Discuss what it means to be healthy. Can children name some healthy foods and what they might do to help keep your body healthy. Complete the healthy and unhealthy food sorting powerpoint activity. Activity: Sorting healthy and unhealthy food and labelling the	Watch 'The Parts of the Human Body' video. https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82 Play the 'My Body' interactive game on twinkl. https://www.twinkl.co.uk/go/resource/my-body-interactive-matching-activity-tg-430 Activity: Cut and stick body parts (A3)	Look at the powerpoint about keeping teeth healthy. Discuss how to keep our teeth clean and healthy. Activity: Cut and stick - what keeps our teeth healthy.	
	Question		What happens to animal babies as they grow?	What do animals and plants need to live?	What is a habitat?	What lives in our local habitat?	What is a micro habitat?	What is a food chain?	What is a food chain?		How do humans change as they grow?	What are the different food groups?	Why do humans need exercise?	What are my internal organs called?	What types of teeth do I have and what do they do?	
	Skills		Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.	Observe objects, materials and living things over time, sorting and grouping them based on their features and explaining their reasoning.		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple	Ask and answer scientific questions about the world around them.	Ask and answer scientific questions about the world around them.	
	Knowledge		I know that mammals grow in the female animal and are then born. I know that reptiles, birds and amphibians lay eggs that then hatch when they have grown. I know that some animal babies look different to the adult.	I know that there are 7 life processes all animals and plants do to show they are alive. I know the life processes are: Movement, respiration, sensitivity, growth reproduction, excretion and nutrition. I know that things that are alive or were alive do or did these life processes. I know that something never alive doesn't demonstrate these	I know the 7 life processes. I know that a habitat has everything a plant or animal needs to live. I know that habitats can be big or small. I know that each habitat is different. I know that animals and plants have special adaptations to survive in different habitats.	I know the 7 life processes. I know that a habitat has everything a plant or animal needs to live. I know that habitats can be big or small. I know that each habitat is different. I know that animals and plants have special adaptations to survive in different habitats.	I know the 7 life processes. I know that a habitat has everything a plant or animal needs to live. I know that a micro habitat is small. I know that a microhabitat is contained within a larger habitat. I know that microhabitats are where insects and small creatures live.	I know that each habitat has food chains. I know that food chains start with producers. I know that plants are producers. I know that food chains are eaten by herbivores, which are usually prey. I know that prey are animals eaten by other animals. I know that these animals are carnivores or omnivores and are	I know that each habitat has food chains. I know that food chains start with producers. I know that plants are producers. I know that food chains are eaten by herbivores, which are usually prey. I know that prey are animals eaten by other animals. I know that these animals are carnivores or omnivores and are		I know that every animal grows I know that humans start as babies. I know that babies grow into small children. I know that children grow into teenagers. I know that teenagers grow into adults. I know that our bodies change as we grow.	I know that there are 5 food groups. I know that the food groups are protein, carbohydrates, fat, dairy and fruit and vegetables. I know that each food group helps our body in different ways.	I know that when we exercise our hearts beat faster I know that this pumps blood around our body I know that exercise keeps our bodies fit I know that exercise burns fat and keeps our bodies healthy I know that we should do 60 minutes of exercise a day. I know that we can exercise i different ways.	I know the names of the internal organs. I can identify where the internal organs are within the body. I know that each organ has a specific job. I can talk about what each organ does.	I know that humans have 2 sets of teeth in their lifetime I know that baby teeth fall our when the adult teeth grow. I know that some teeth tear food I know that some teeth grind food.	

Science Year 2	Activity	Transition week- if time, teach the year 1 animal groups lesson to introduce the animal groups and which animals belong to which group. Activity: sort animals into the groups- cut and stick activity.	Read 'Monkey Puzzle' at some point either the week before or earlier that week. Recap the different animal groups- mammal, amphibian, reptile, bird and the animals within these categories. Has anyone ever seen a baby animal? Have a class discussion- write down any terminology children already know (names etc). Have a selection of baby animals on the WB- discuss and label with names. Have pictures out on tables, one set per pair. Can children match the baby to the grown animals? Give children blank labels- label each animal with the name and the name of the baby. Look at the powerpoint. Were we right with the names we knew?	Look at the habitats powerpoint- Children to sort the pictures into plant or animal. Children to then name the animals on page 9 and 10. How many can we name as a class? Look at page 11- how could we compare the animals? write down similiarities and differences between the 3 animals. If children confident, move on. If children could do with more practise, repeat with page 14. What do animals need to stay alive? Introduce Life Processes to children- the MRS GREN acronymn on the 2nd powerpoint. Explain that this helps us to decide if something is living, never been alive or dead. Sort the items on slide 21 of the powerpoint- ask children to qualify their answers by refering to the life processes. Activity: Sort the pictures into living/was alive(dead)/never been alive	Recap the 7 life processes- MRS GREN. Have some pictures on the WB- children to categorise them using the life processes into Living/Dead/Never been alive. Have the word Habitat on the WB. Does anyone know what a habitat is? Explain that a habitat is a place an animal or plant has everything it needs to survive and thrive. A habitat is the perfect place for an animal to live. It can be as big as an ocean or as small as a pond. Give children a picture of a habitat- vary the pictures by table, e.g. ocean, rainforest, lake, field, arctic and desert. Children to discuss which animals live in the habitats. How have the animals that live in these habitats adapted to make the habitats perfect for them? e.g.- The Arctic is very cold. How have polar bears adapted? (thick fur, white fur to camourflage them etc). Activity: Create a fact file for some	Recap the 7 life processes- MRS GREN. Have the word Habitat on the WB. Recap what it means. Explain that a habitat is a place an animal or plant has everything it needs to survive and thrive. A habitat is the perfect place for an animal to live. It can be as big as an ocean or as small as a pond. Explain that today we are going to look at local habitats. Have pictures of the countryside, the coast, cities etc on the WB and out on tables. Which animals and plants may live in these areas? Have a picture of the Aston local area on the WB. Ask children which animals and plants they have spotted around where we live. Label the pictures with names children give. Go outside into the wild area. Which animals and plants can you spot? What might live here that we can't see?	Recap- What is a habitat? Children give examples of different types of habitat- can other children name some animals and plants that live there? Today our focus is Micro Habitats. Explain that you find Mirco habitats within larger habitats and they can be as small as a branch, or underneath a small rock. What kind of animals do you think you would find in a micro habitat? Discuss and feedback ideas. As Micro habitats are very small, often you find insects and other mini beasts living in them. Think back to our visit to the wild area- what kind of micro habitats might there be in the wild area? List ideas on WB. Go back into the wild area. Children to look for Micro habitats. ACtivity: Choose 1 microhabitat you found and draw it in your science book. Label with the	Introduce Food chains to children. Look at the powerpoint and introduce the terminology- add the terms to the science vocab. Introduce terms prey and predator- look at photographs of different animals, children to identify whether they are prey or predator. Can some animals be both? Look at a more complex food chain that has 4 or more links. Go into the Hall. Create a large class food chain in the hall of a simple food chain. Split children into small groups. Have lots of animals and plants on large card available for each group. out a habitat, children to make a food chain for that habitat. Take photos for Science books.	Recap Food chains- recap the main terminology, and as a class create a simple food chain. Introduce a slightly more complex food chain. Activity: Children to have pictures of different habitats. Children to create their own food chain for each of the habitats, identifying each stage as they do so.		Watch the bbc bitesize video about how we change over time. https://www.bbc.co.uk/bitesize/topics/zqssgk7/articles/z2msv4j . Discuss how we change over time- look at the life cycle of a human. Watch the video about growth and change: https://www.bbc.co.uk/bitesize/clips/z4tmhyc . Look at the Powerpoint about the life cycle of a Human. Activity: Cut and Stick. Order the stages of human growth. Children to label what changes as you go. (e.g. hair colour etc). HAPS- Use timeline sheet but draw and label instead of cutting and sticking.	What are the different food groups? Ask children to feedback their ideas. Look at the Twinkl 'Quick Facts: Food group" video. https://www.twinkl.co.uk/resource/tgv2-sc-11-food-groups-30-second-video . Have the food group category names on the WB and pictures of foods. Chn to specify which group each food belongs to. Children to discuss what each food group does for the body. e.g. Cheese belongs in the dairy group. Dairy contains calcium which helps teeth and bones. . Activity: Sort foods into the different food groups.. Chn to either: MAP and LAP: cut and stick pictures into the different food groups OR HAP: children to draw their own foods for each of the categories and label what each	Why do we need to exercise? Children to discuss as a group and feedback their suggestions. https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p Look at the video on bitesize. Look at the Joe Wicks PP on Twinkl. Importance of fitness clip: https://www.bbc.co.uk/bitesize/clips/zvdkjxs Activity: Children to create a timetable of exercise they do when and where at home and at school.	Ask children if they know the names of any of the internal organs inside our bodies. Write any names of organs children know on the WB. Does anyone know what these organs do? . Look at the body set. Can children identify any of the organs? Go through each one, naming it and then asking children what each organ does. https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zghbr82 Go on a tour of the major organs of the human body: https://www.bbc.co.uk/bitesize/clips/zswn39q Activty: Label different organs.. HAPS- write a sentence explaining what each organ does.	https://www.bbc.co.uk/bitesize/clips/zs9rkqt Look at the bitesize video on wobbly teeth. What do our teeth do? Why do we need them? Make a list of things we need teeth for on the WB. . https://www.youtube.com/watch?v=aQebfGGcVw . Look at the Twinkl powerpoint about the functions of teeth. Why do we brush our teeth? https://www.youtube.com/watch?v=t63w93QeI-U Look at the large set of teeth.. Practice brushing the teeth in groups on the large set of teeth. . Activity: Match teeth to their functions- Label	
Geography	Question	Where do I live?	Where do I live?	Where is Kenya?	What are the physical features of this place?	Does everyone live in the same kinds of homes in the place we are studying?	Who is in charge of the place we are studying?	Have lots of animals and plants on large card. Shout out a habitat, children to make a food chain for	How can we look after our environment?		and record simple data with some accuracy.						
	Skills	I can locate Sheffield on a map	I can locate Sheffield on a map	I can locate countries and capital cities on a UK map/Africa map I can devise a simpe map using basic symbols in a key	I can locate the seas surrounding the United Kingdom on a UK map	I can talk about the differences and similarities between education in England and Africa	I can participate in a class vote	I can identify the features of a Kenyan landscape and compare to British I can identify man-made and natural features of a landscape	I can suggest ways of looking after the environment.I can recyle and pick up litter								
	Knowledge	I know where I live, I know the features of village/town/city	I know where I live, I know the features of village/town/city	I know the four countries and capitals in the UK. I know some countries and capitals in Kenya I understand what a capital city is	I know about the climate in Kenya and can compare it to the UK I can locate the seas surrounding the United Kingdom on a UK map	I know how people in African countries live, eat, dress I know education can be different for children in Africa	I knowhow voting works I know a Kenyan leader I know a UK leader	I know the features of a natural landscape: *Beach, Cliff, Coast, Forest, Hill, Mountain, Sea*	I know about the importance of recycling and limiting plastic waste								
	Activity	identifying local places on a map, discussing and comparing Aston, Sheffield, London etc.	identifying local places on a map, discussing and comparing Aston, Sheffield, London etc.	map work: locate 4 countries of the UK, locate four countries in Kenya map making, outdoor learning	weather diaries, learning about the 5 oceans	Using the character 'Handa', explore and compare the life of a child in Kenya to a child in Aston	class votes - in teams creating votes, making ballot boxes etc.	Looking at famous landscapes and labelling	Debate example Q: Should you be fined lots of money for dropping litter? Create posters, songs, raps, poems to promote looking after the environment								
RE	Question									What is the moral of the 'Good Samaritan' story?	What is the moral of the 'Prophet of the Ants' story?	What is a religion? Does everyone follow the same religion?	Who was Jesus?	Who was Jesus?	Who was Jesus?		
	Skills									I can understand and discuss a Christian moral message.	I can understand and discuss an Islamic moral message.	I can notice and talk about the fact that people come from different religions. I can talk about different religions.	I can tell the story of the Nativity	I can tell the story of the Nativity	I can tell the story of the Nativity		
	Knowledge									I know the story. I know the moral of the story.	I know the story. I know the moral of the story.	I know and understand that people can come from different religions. I know people from all faiths and non-faiths can live together.	I know the story of the Nativityl know who key people are: Mary, Joseph and Jesus I know what the Bible is	I know the story of the Nativity I know who key people are: Mary, Joseph and Jesus I know what the Bible is	I know the story of the Nativity I know who key people are: Mary, Joseph and Jesus I know what the Bible is		
	Activity									Watch the video: https://www.bbc.co.uk/bitesize/clips/zcyr87h Activity: Complete the 30 minute text - Y1 - To complete as a class (HAPS -individually) Y2 - Complete individually.	Watch the video - https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20islamic-story-of%20the-prophets-and-the-ants-and-the-crying-camel/z4vqn9j Activity - make a story board of the story - Y1 - cut and paste Y2 - Draw.	Look at powerpoint about different beliefs and watch the videos about Islam: https://www.youtube.com/watch?v=H9U8T8x1AhQ&authuser=0 and Christian: https://www.youtube.com/watch?v=WnbozAmS3OI&authuser=0 Activity: Different types of eggs - write on them Islam, Sikh, Jewish, Christian, Non faith - Talk aout their differences/similarities and then in turn crack them open and look at how they look inside. Are they different? No they are all the same on the inside! NO WRITTEN TASK.	Sequencing the story in class/ Acting out the story in the Christmas play Draw pictures/cut out pictures and sequence.	Acting out the story in the Christmas play Finish sequencing the story- Add sentences to the pictures from lasgt week	Christmas 30 minute text based on what children know		
PSHE	Question	BM Y1	BM Y1	BM Y1	BM Y1	BM Y1	BM Y1				CD Y1	CD Y1	CD Y1	CD Y1	CD Y1	CD Y1	CD Y1	
	Skills	I can help others to feel welcome	I can try to make our school community a better place	I can think about everyone's right to learn	I care about other people's feelings	I can work well with others	I choose to follow the Learning Charter				I can accept that everyone is different	I can include others when working and playing	I can identify how to help if someone is being bullied.	I can try to solve problems	I can use kind words	I can give and receive compliments	
	Knowledge	I know how to use my Jigsaw journal	I know the rights and responsibilites I have as a member of my class	I know the rights and responsibilities of being a member of my class	I knmow my vbiews are valued and can contribute to the Learning Charter	I know and recognise the choices I make and understand the consequences.	I know and understand my rights and responsibilities within our Learning Charter.				I know that there are similarities between people in my class	I know and can identify the differences between people in my class.	I know what bullying is and can tell you.	I know some people who I could talk to if I was feeling unhappy or being bullied.	I know how to make new friends	I know some ways I am different to my friends.	
	Activity																
	Question	BM Y2	BM Y2	BM Y2	BM Y2	BM Y2	BM Y2				CD Y2	CD Y2	CD Y2	CD Y2	CD Y2	CD Y2	
	Skills	I can help others to feel welcome	I can try to make our school	I can think about everyone's right	I can care about other people's	I can work well with others	I can choose to follow the learning				I can accept that everyone is	I can include others when working	I know how to help if someone is	I can try and solve problems.	I can try to use kind words.	I know how to give and receive	
	Knowledge	I can identify some of my hopes	I can understand thr rights and	I can understand the rights and	I can listen to other people and	I undertand how following the	I can recognise the choices I make				I am starting to understand that	I am starting to understand that	I understand that bullying is	I can recognise what is right and wro	I understand that it is OK to be	I can tell you some ways I am	
	Activity																
Computing 1	Question	How do I turn on a computer?	How do I log on?	How do I log on?	How do I log on?	How do I log on?	How do I log on?	How do I log on?	How do I select a programme?	How do I selct a programme?	How do I select a programme?	How do I select a programme?	How do I add a label?	How do I put a space between	How do I reocrd a sentence?		
	Skills	I can use a log on to a computer	I can use a log on to a computer	I can use a log on to a computer	I can use a log on to a computer	I can use a log on to a computer	I can use a log on to a computer	I can use a log on to a computer	I can select the appropriate	I can select the appropriate	I can select the appropriate	I can select the appropriate	I can use the keyboard or a word	I can use the keyboard or a word	I can use the keyboard or a word		
	Knowledge	I know how to turn on the	I know which letters to press on a	I know which letters to press on a	I know which letters to press on a	I know how to log on	I know how to log on	I know how to log on	I know how to select an app and	I know how to select an app and	I know how to select an app and	I know how to type a label	I know how to put a space between	I know how to type a sentence			
	Activity	To become familar with Chrome	To become familar with Chrome	To become familar with Chrome	To become familar with Chrome	To become familar with Chrome	To become familar with Chrome	To become familar with Chrome	To look at the different apps /	To look at the different apps /	Try to create an image of a house.	Edit the image of a house. Add	Following prev week try to add	Try to type a sentence from this	Attempt to publish some writing		
Art	Question	What are traditional African patterns like?	What would my interpretation of an African pattern be?	Who is BiBi and what is she famous for?	Can I create my own portrait in the stlye of BiBi?	How could I improve my work?											
	Skills	I can explore ideas and collect visual information.	I can explore ideas and collect visual information. I can show pattern and texture by adding dots and lines. I can draw lines of different sizes and thickness.	I can draw from close observation. I can show pattern and texture by adding dots and lines. I can draw lines of different sizes and thickness. I can use some of the ideas of artists studied to create a piece of art.	I can draw from close observation. I can show pattern and texture by adding dots and lines. I can draw lines of different sizes and thickness.	I can say what I like and dislike about my own work. I can make suggestions for ways to improve my own work.											
	Knowledge	I know that African patterns are inspired by the world around them. I know that there are 2 types of pattern: Geometric and Symbolic I know that parallel ziz zags are used to show that the path in life is difficult to travel. I know that some tribes apply motifs to patterns that tell a story.	I know that African patterns are inspired by the world around them. I know that there are 2 types of pattern: Geometric and Symbolic I know that parallel ziz zags are used to show that the path in life is difficult to travel. I know that some tribes apply motifs to patterns that tell a story.	**BiBi**: **Artist** from Nigeria. **Bibi**, an energetic Nigerian **artist**, was born in Lagos as Bridget Oronya in 1986. **Bibi** and her sisters showed their creative abilities as children by drawing and creating people out of paper and using cigarette wrappers to design clothes for them	I know that I need to include a pattern. I know that my pattern needs to be geometric or symbolic. I know that I	I know that I need to look closely at my own work. I know that my work can be improved. I know that I can talk about what I like and dislike aboout my work.											

	Activity	Look at the patterns powerpoint. Explain that we are going to create our own African inspired pattern. Model how to use pencils in different ways- how to press lightly to create a light shade, how to press on harder to change the shade. Practise shading in our sketchbooks. Model how to create lines of different thickness, then use this to create a pattern. Look at examples of different African patterns. Sketch some of your favourites in your sketch book. Choose your own pattern to form the basis of your art and practise a small section in your sketchbook. Make sure you decide if it is a geometric or symbolic pattern. Ensure you include a motif that tells your story.	Look at the pattern you created last week in your sketch book. How could you improve/change it? Complete sketch 2 of your pattern, extending it to the whole page this time. Make sure your pattern tells your story if you are doing a symbolic pattern.	Have photos of BiBi's art printed out on each table and on the IWB. Introduce BiBi to children. Watch https://www.youtube.com/watch?v=xWisfgK5ACs&feature=youtu.be Children to discuss what they notice about her work. What skills do you think you would need to use to create her work? Choose 1 picture to stick in your sketchbook. Y2 and HAP Y1- label the picture with what you know about it. Which part would be the most difficult to recreate? Try and recreate in your sketchbook and label it.	Print out pictures of the portrait and pictures of every child. look at the portrait of BiBi's that has been printed out and is on the IWB. Explain that we are going to create our own version, using our pattern that we created earlier. Model using a photo/mirror as inspiration for a portrait- together, in sketchbooks, practice drawing a face and the features. Look at the photo of you on your desk. In your sketch book, draw your interpretation of yourself in the style of BiBi. Add in your pattern.	How could you improve your sketch? Think about the colours you want to use and how they will fit together. Look at BiBi's portrait and other examples of her work. How does she use colour?` In your sketch book, do your sketch again, with the improvements. Add in colour using pencil crayons.										
Design	Question						How can we re- design Santa's sleigh so that it can roll across the snow	Can you improve on your original design?	How can we begin to create our sleigh models? How can we change and adapt the milk carton so that							
	Skills						I can think of a solution to a known problem.	I can think of a solution to a known problem.	I can cut along straight lines and curved lines.I can mark out							
	Knowledge						I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing, templates and	I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing, templates and	I know how to build structures.							
	Activity						Read the letter from Santa/Father Christmas explaining that the reindeers are sick and they won't be able to pull the sleigh this	Look at the notebook - lesson 2 - look at the design from last week - this week we are going to improve our designs by adding colour and	Look at the notebook - lesson 3 - Look at the sequence of how to create the sleigh shape. Using scissors to cut out the milk carton -							

Spring Term DINOSAURS		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Question	What were dinosaurs?When did dinosaurs exist?	What was earth like when dinosaurs roamed the earth?	Why are dinosaurs extinct?	Who was Mary Anning?	What is a fossil?	How did dinosaurs evolve?	What is it like on a dinosaur dig?				
History	Skills	I can begin to use different sources to find out about the past and identify the ways the past is represented.	I can ask and answer questions about the past (comparing past and present pictures).	I can communicate about historical events.	I can communicate about significant people in the past.	I can communicate about historical events in the past (William Walker).	I can place events in order on a timeline and use the correct historical language.					
	Knowledge	I know three facts about dinosaurs. I know dinosaurs existed in the Jurassic period.	I know the difference between the Jurassic period and now.	I know the main probable reasons why dinosaurs became extinct (environmental impact).	I know what Mary Anning did.	I know what a fossil is.	I know the many jurassic time periods and understand that different dinosaurs evolved at different times.					
	Activity	Discuss the origin of dinosaurs and how they evolved. Discuss the timing of the period. Discuss the different types, show the children pictures and get them to describe the features. Have question time. What do they want to find out about dinosaurs. Weave this into weekly planning.	Compare landscapes, food, habitats. What was around in that period? Humans weren't alive so how do we think the dinosaurs lived?	Discuss the few theories as to why they became extinct and have a debate, children to argue the theories then could create a poster about the different theories and include 1 or 2 opinions for each idea.	Answer and recall key facts about why she had such an impact on dinosaur history. Create a fact file on her.	In 1983, fossil hunter William Walker uncovered a giant claw in a brick pit in Surrey. https://www.nhm.ac.uk/discover/how-did-baryonyx-change-what-we-knew-about-spinosaurs.html Research him and design your own fossil, plus labeling and writing a description of the fossil, which dinosaur does it match with?	Order the following periods -Triassic Period - Jurassic Period - Cretaceous Period and name the specific dinosaurs that lived in each period	What is it like on a dinosaur Dig? go on a Dinosaur dig adventure: https://www.nhm.ac.uk/discover/360-fossil-hunting-adventure.html Imagine you found a new fossil! Design and draw your own fossil. Label your fossil and write a short description- which dinosaur does it belong to?	30 minute text Dinosaurs			
	Question	How do plants grow?	What are the different types of plants?	How do we know plants are alive?	What are the parts of a plant and what do they do?	Where do different plants live?	How has our plant changed?	Is the weather the same everywhere all of the time?	Are there other planets in our Solar System?	Are all the planets in our Solar System the same?	Does the Sun move through the day?	Can animals live on other planets?
	Skills	Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Use simple equipment to measure and make observations Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explain their reasoning. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explain their reasoning. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explain their reasoning. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning
	Knowledge	I know that plants need food, light and water to be able to grow. I know that if plants do not have all 3 they will not grow. I know that plants change as they grow.	I know that there are different types of plants. I know that some plants lose their leaves in winter. I know that these plants are deciduous I know that some plants have leaves all year round. I know that these plants are evergreen.	I know that MRS GREN stands for movement, respiration, sensitivity, growth, reproduction, excretion and nutrients. I know that there are 7 life processes. I know that things that are alive must have each of the 7 life processes. I know how plants demosntrate each of the life processes.	I know that plants have different parts. I know that each part has a different function. I know what the functions are.	I know that different plants live in different habitats. I know that plants have adapted to their habitats. I know which plants live in each habitat.	I know that plants grow over time when given water, food and light. I know that our plant has changed. I know how our plant has changed.	I can observe and describe weather associated with the seasons. I know the season and months. I know and can describe different types of weather I know that water freezes and forms ice in the winter and this is because it is colder	I know that there are different planets in our solar system and name some.	I know that there are different planets in our solar system and name some.	I know the Sun appears to move during the day. I can say changes that occur when the Sun goes behind a cloud and recognise that these are different from changes at nightfall.	I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I know animals don't live on other planets as they need air, water and food to stay alive.
Science Year 2	Activity	Introduce our topic- we are looking at plants. This term we will be growing our own plant through the term and record each week how it changes each week. What do plants need to grow? Dsicuss in partners. https://www.bbc.co.uk/bitesize/clips/zcn9j6f Read the PP introducing it. Look at the plant- what can we say about it now? Introduce the plant diary to children. Activity: Begin to record in the plant diary. Look at the video about growing seeds: https://www.bbc.co.uk/bitesize/clips/zc62tfr	Introduce different types of plants ot children- talk about what we might see in our gardens and around where we live. https://www.bbc.co.uk/bitesize/clips/zn89wmn https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zw2y34j Do we know the names of the plants and anything about them? Go on a plant hunt around the wild area and playground. Children to record the plants they find, where they were growing and anything else they know about them.	Recap MRS GREN with children from Autumn 1. Look at the PP and video. https://www.bbc.co.uk/bitesize/clips/zg7s39q Introduce 1 plant and explain that we are going to use MRS GREN to prove it is alive. Activity: Look at the plant and go through each of the life processes and prove it is alive.	Look at the parts of a plant. Look at PP and video showing the different parts. https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk Activity- label the parts of a plant and the function of each part.	Do the same plants live in every habitat? Have different habitats printed out. Children to label the habitats with different plants they think live there. Compare each group's ideas. Look at the PP and video. Activity: Children to have a table with different habitats and write/draw the plants that live in each habitat. HAPS- Label with how the plants have adapted for their habitat.	Finish our plant diary. How has the plant changed over time? Children to discuss how it has changed throughout the term. ACtivity: Chidlren to finish their diary and write a description of how the plant has changed over time.	https://www.bbc.co.uk/bitesize/topics/zwv2wnb Ask children about the weather- do we see the same kind of weather all of the time? Why not? Ask children to write the word winter and make a list of the weather we get in winter. Why do we get snow and ice in winter and not summer? Go through each season, asking children to make a list of the weather you get in each season. Address misconceptions- e.g. not putting rain in summer. Watch https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 Complete the Weather sheet for the week and fill in the weather you would see in each season.	What do we already know about space? Discuss as a class, children sharing knowledge they already have. Pose the question- Are there other planets in our Solar System?' to children and discuss- link back to previous knowledge they have shared. Look at the planets introduction song https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/ztsqj6f Watch the intro planets song at the beginning and then stop the video https://www.youtube.com/watch?v=Vb2ZXRh74WU Look at the facts on the NASA website https://spaceplace.nasa.gov/menu/earth/ Activity: draw and order the planets. Write 1 fact you can remember about each one.	Look at the planets song video to recap the names. https://www.youtube.com/watch?v=Vb2ZXRh74WU Watch the rest of the video that introduces the planets and facts about them. Look at the power point showing information about each planet. go on a virtual tour of the solar system: https://nineplanets.org/tour/ Solar system fact hunt- hide facts around the room/outside/in the hall. Children to read the questions and then find the corresponding planet and write the facts to prove it.	Shadow work? Recap the video https://www.youtube.com/watch?v=Vb2ZXRh74WU watching the section that focuses on the sun. What does it tell us about the sun? When we look at the sun outside, does it stay in the same position all day? Why not? What does this mean? Does this mean the sun moves? Discuss the word 'orbit' and what it means- demonstrate with children. Choose 1 to be the sun and 1 for each of the planets. What about the Earth? Does the Earth move or does it stay still? Watch https://www.bbc.co.uk/bitesize/clips/zkh6n39 to learn about night and day https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/ztdnyrd Experiment by uising torches to cast shadows on balls and practice spinning the Earth to make night and day. Is it night and day at the same time for everyone?	Pose the question- Discuss as a class. What do we know about what animals need to survive and grow? Recap what animals and plants need to survive by looking at the video https://www.youtube.com/watch?v=PAyyDuk6xAg then look at the song https://www.youtube.com/watch?v=jwT1WRD24fw look at the information online about living on other planets: https://www.space.com/28355-living-on-other-planets.html What would the other planets need to have for animals to live and survive and grow? Put a copy of the question in children's books- children to answer the question using all of the information they have found to justify their answer.
	Question	What are the four seasons of the year and what changes can we observe?	What does a plant need to grow?	What different types of plants are there?	What are the parts of a plant?	What does a plant need to grow?	What are the names of plants?	Is the weather the same in each of the seasons?	Why do we wear different clothes in different weathers?	What shape are the Sun, moon and Earth and what are they made of?	Which is the biggest- The sun, the moon or the Earth?	Can animals and plants live on the moon?

Science Year 1	Skills	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Ask simple scientific questions. With support, gather and record simple data in a range of ways.	Talk about what they have done and say, with help, what they think they have found out. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Ask simple scientific questions. With support, gather and record simple data in a range of ways.	Ask simple scientific questions. With support, gather and record simple data in a range of ways.	Talk about what they have done and say, with help, what they think they have found out. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
	Knowledge	I can observe changes across the four seasons	I know the basic needs of a plant for growth	I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	I can identify and describe the basic structure of a variety of common flowering plants, including trees.	I know the basic needs of a plant for growth. I can identify and describe the basic structure of a variety of common flowering plants, including trees	I can identify and describe the basic structure of a variety of common flowering plants, including trees	I can observe changes across the four seasons.	I can observe changes across the four seasons. I know light from the Sun can be dangerous and eyes need to be protected.	I understand the Sun, Moon and Earth are spherical. I know the Earth has land water and air and the moon does not have air or water. I know that the Earth and moon is made of rock I know that the Sun is a source of light even when it is behind a cloud. I can order the size of the Sun, Moon and Earth.	I understand the Sun, Moon and Earth are spherical. I know the Earth has land water and air and the moon does not have air or water. I know that the Earth and moon is made of rock I know that the Sun is a source of light even when it is behind a cloud. I can order the size of the Sun, Moon and Earth.	I know that plants need sunlight to grow I can observe changes across the four seasons. I know that animals and plants do not live on the Moon because there is no air and water. I know the Earth has land water and air and the moon does not have air or water.
	Activity	Watch the video showing the changing seasons https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn Discuss the seasons of the year, how many are there? In which order do they come? Which months belong to each season? Time/weather permitting - go to the wild area, T or HAP children to scribe a list of the changes we see in winter. LAP/MAP - Draw pictures of what we see in spring and summer and label all four seasons. HAP - draw pictures of what we see in all 4 seasons, sort the months of the year into seasons.	Watch the video explaining what plants need to live. https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-do-plants-need-to-survive/zkw2gwx then watch this video https://www.bbc.co.uk/bitesize/clips/zcn9ji6f which explains in more detail what they need - adult to scribe a list of what plants need to live. Each child to plant a bean seed - photos to be taken and added to science book with an OLI. Look at the notebook resource from slide 11 - then begin filling in the bean diary for week 1 and list what a plant needs to grow.	Discuss what happens in Autumn... watch the video https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-are-plants-the-same-all-year-round/zdvct39 show the powerpoint about deciduous and evergreen trees. Children to go to the wild area and look at the trees we have, are they evergreen or deciduous can they collect any leaves? Come back to class and classify the leaves as deciduous or evergreen. Complete the cut and stick activity (may need to do instead of collecting leaves with the time of year!)	Watch the video about the parts of a plant https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8 Discuss the parts of a flower and then a tree - look at the powerpoint and discuss the parts of the plants and their function - do children know the names of certain parts? Then play the interactive twinkl game https://www.twinkl.co.uk/resource/parts-of-a-plant-interactive-labelling-activity-tg-85-newlink Label the flower and the tree - HAP EXT - can they write a sentence about what the different parts of the flower do.			Ask children about the season we are in- which is it? Write Winter on the WB. Ask children to work as a team and think of as many different types of weather that we've been having. weather- what is it like now? Watch the video https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 Activity- Draw the weather for each season. Challenge- why do we get different weathers in different seasons?	Recap the 4 seasons with children. Play the what Am I? Season power point game. Say a season, children to list as many different weathers as they can for that season. Address misconceptions (e.g. no rain in summer). Do we need to wear the same things to protect ourselves from the weather in each season? Have a selection of clothes/items to use and wear for each seaon. Can children match them to the season you would need them and explain why you would need them? Activity- Draw the clothes you would need for each season OR- match the clothes to the season activity.	Introduce Space by looking at the Sun, Moon and Earth. Before looking at the videos, ask children what they already know about them. Make a list of facts they know. Does anyone know what shape they are? Have a selection of 3D shapes out. Ask children to select the shape they think Earth, moon and sun are- why do you think this? Watch the video about the moon- https://www.bbc.co.uk/bitesize/clips/zj3ygk7 Watch the video about the sun: https://www.bbc.co.uk/bitesize/clips/z7g3cdm Watch the video about the Earth; https://www.bbc.co.uk/bitesize/clips/zx62tfr Look at Facts about the Earth and Sun on the Nasa website: https://spaceplace.nasa.gov/menu/earth/ Create pictures of the Sun, moon and Earth. Think of a fact about each one and write it to match your picture.	Watch the video explaining how big the Earth is in relation to the Sun: https://www.bbc.co.uk/bitesize/clips/zj3fb9q Try and make a scale model in the classroom using Fruit/Objects/Large card as a team. Activity: Children to draw/make their own models showing size difference between the Sun, Earth and Moon Children to order Sun, Earth and Moon by size.	Recap- ask children what plants and animals need to survive. Record ideas on WB. Look at the video/power point that explains what plants and animals need to survive. What do we know about the moon? Watch the video about the moon- https://www.bbc.co.uk/bitesize/clips/zj3ygk7 Could animals and plants live on the moon? Discuss together. Activity- Imagine that we want to go and live on the moon- What would we need to take to make it liveable? Use back pack template- children to draw everything we would need to take to survive- remind children of the difference between wants and needs.
Geography	Question												
	Skills												
	Knowledge												
RE	Question	What can we learn from religious stories?	What can we learn from religious stories?	How do the two stories compare?	What can we learn from religious stories?	What are the values that different characters show in religious stories?	What do we know about religious stories?	What is Lent?	What is Palm Sunday?	Who celebrates what and why?	Who celebrates what and why?	How do people celebrate Easter?
	Skills	I can retell (pictures) the story of Jesus and the ten lepers	I can retell (drama) the story of Jesus and the lost coin	I can compare the two stories and think about what Christians today learn from the stories I can respond to stories about Jesus	I can discuss the Islamic story 'The Crying Camel'	I can identify and discuss the values that different characters in the stories showed I can identify which religion the story comes from	I can ask and answer who, when, where, how, what, if and why questions about religious stories	I can talk about what I would give up for Lent	I can explain what Palm Sunday is	I can explore the celebration of Easter	I can explore the celebration of Easter	I can discuss the different ways people celebrate Easter
	Knowledge	I know and understand the meaning of the story	I know and understand the meaning of the story	I know stories about Jesus I know why they were considered a 'miracle'	I know the message of the story I know the story of 'The Crying Camel'	I know the values different characters show in religious stories	I know how to ask and answer questions about the stories	I know why Christians fast over Lent	I know why Lent is important to Christians	I know the story of Easter	I know the story of Easter	I know ways in which people celebrate Easter
	Activity	Ordering the pictures. EXT - can you write something you are thankful for today.	Read through the PP telling the story Acting out the story	Venn diagram - draw/write things the same and things applicable only to individual stories	30 min text comprehension on the story	Sort features of the stories into which story they're from	Split class into two teams. Write questions for the opposing team to answer. Team A question Team B and swap.	Worksheet on what I would give up for Lent	Watch video https://www.bbc.co.uk/bitesize/clips/zy2hyrd make palm leaves and role play Jesus walking into Jerusalem on a donkey, with all the chn waving their palm leaves	Read through the PP, and watch the video Then choose different parts of the story to 'freeze frame' and act out. How do you think the disciples feel? How do you think Jesus felt when Judas betrayed him at 'The Last Supper'? How do you think Mary Magdalene felt when she saw the tomb was empty? Then explore why we celebrate easter with eggs in current times. What might these symbolise? https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h.	Read through PP, or look at Big Easter Book to tell the story Complete story maps, adding a sentence to the images	PP looking at celebrations, Easter card/craft making
r 1	Question	DG Y1	DG Y1	DG Y1	DG Y1	DG Y1	DG Y1	HM Y1	HM Y1	HM Y1	HM Y1	HM Y1	HM Y1
	Skills	I can stay motivated when doing something challenging	I can keep trying even it is difficult.	I can work well with a partner or a group	I can have a positive attitude	I can help others to achieve their goals	I can work hard to ahcieve my own dreams and goals	I can make a healthy choice	I can eat a healthy balanced diet	I can be physically active	I can try to keep myself and others safe	I can be a good friend and enjoy healthy friendships	I can kreep calm and deal with difficult situations

PSHE Yea	Knowledge	I know how to set simple goals	I know how to set a goal and work out how to achieve it.	I know how to work well with a partner	I know how to tackle a new challenge and understand this might stretch my learning.	I know how to identify the obstacles that make it more difficult to achieve my new challenge and can work out how to overcome them.	I know how it felt when I succeeded in a new challenge and how I celebrated it.	I know the difference between being healthy and unhealthy and know some ways to keep myself healthy.	I know how to make healthy lifestyle choices	I know how to keep myself clean and healthy and understand how germs cause disease/illness I know that all household products, including medicines, can be harmful if not used properly.	I know that medicines can help me if I feel poorly and I know how to use them safely.	I know how to keep safe when crossing the road and about people who can help me to keep safe.	I know why I think my body is amazing and can identify some ways to keep it safe and healthy.
PSHE Year 2	Question	DG Y2	DG Y2	DG Y2	DG Y2	DG Y2	DG Y2	HM Y2	HM Y2	HM Y2	HM Y2	HM Y2	HM Y2
	Skills	I can stay motivated when doing something challenging.	I can keep trying even when its difficult	I can work with a partner or in a group.	I can have a positive attitude	I can help others to achieve their goals.	I am working hard to achieve my own dreams and goals.	I can make a healthy choice	I can eat a healthy balanced diet	I am physically active	I can keep myself and others safe	I can be a good friend and enjoy healthy friendships	I know how to keep calm and deal with difficult situations.
	Knowledge	I can choose a realistic goal and think about how to achieve it.	I can carry on trying even when I find things difficult.	I can recognise who I work well with and who it is more difficult for me to work with.	I can work well in groups.	I can tell you some ways I worked well with my group.	I know how to share success with other people.	I know what I need to do to keep my body healthy.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	I understand how medicines work in my body and how important it is to use them safely.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.	I can make some healthy snacks and explain why they are good for my body.	I candecide which foods to eat tobgive my body energy.
Computing 1	Question												
	Skills												
	Knowledge												
Art	Question	What is natural art?	Who is James Brunt?	What is the most challenging part of natural art?	What will my natural art look like?	Can I create my own natural art in the style of James Brunt?	What could I change or improve?						
	Skills	I can identify natural art I can explore ideas and collect visual information	I can discuss the things I like in art I can explore ideas and collect visual information I can critique artwork I can identify shapes, patterns and images in artwork	I can find and discover natural beauty I can explore ideas and collect visual information I can develop ideas from a variety of starting points including the natural world.	I can discuss the things I like in art I can explore ideas and collect visual information I can plan my own natural artwork, thinking carefully about resources, shapes, patterns, visual images, balance and structure I can take inspiration from James Brunt I can use drawings to plan my ideas	I know how to arrange resources to create asthetically pleasing visual images I know how to use and make shapes, patterns and structures I know that natural art doesn't last forever I know how to take a photograph I know how to focus the camera and use a zoom features to show a close up object	I can engage in a class discussion I can share my ideas about my own and others work in a constructive way I can reflect and evaluate my work						
	Knowledge	I know that natural art is made of natural resources found outdoors such as leaves, twigs, shells, pebbles etc, I know that natural resources can be arranged to creating beautiful shapes, patterns, pictures and visual images	I know who James Brunt is and what he does I know that natural art is made of natural resources found outdoors such as leaves, twigs, shells, pebbles etc, I know that natural resources can be arranged to creating beautiful shapes, patterns, pictures, structures and visual images	I know that natural art doesn't last forever I know how to take a photograph I know how to focus the camera and use a zoom features to show a close up object	I know how to plan a peice of artwork I know that natural art is made of natural resources found outdoors such as leaves, twigs, shells, pebbles etc,	I know how to arrange resources to create asthetically pleasing visual images I know how to use and make shapes, patterns and structures I know that natural art doesn't last forever I know how to take a photograph I know how to focus the camera and use a zoom features to show a close up objec	I know that I need to look closely at my own work I know ways to improve my work for future development						
	Activity	Looking at images of natural art	Looking at James Brunt's work https://www.jamesbruntartist.co.uk/ selecting natural resources from the wild area.	collecting resources, photography in the wild area	planning, designing and gathering ideas for my own natural art	creating natural art and photographing our work	Sharing images of our work, reflecting/evaluating Sit in a circle with photos of our art in the middle, choose a photo and discuss						
Design	Question												
	Skills												
	Knowledge												
PE	Question												
	Skills												
	Knowledge												

Summer Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
History	Question	Who were the Ancient Egyptians?	Who was in charge of the Egyptians?	What was homelife like for the Egyptians?	Is it fair that slaves were treated differently to pharaohs? What was the difference between life for pharaohs and slaves?	Who was Cleopatra?	Timeline of Pharaohs							
	Skills	I know where Egypt is on a world map. I know some key facts about Egypt. I know who the ancient egyptians were.	I know what a pharaoh is and who. I know where pharaohs lived. I know where other people lived.	I know where pharaohs lived. I know where other people lived.I know things that egyptians invented/ discovered. I know why pyramids were built. I know who tutankhamun was. I know who built the first pyramid	I know how slaves were treated. I know how pharaohs were treated. I know what life was like for a slave. I know what life was like for a pharaohs.	I know who Cleopatra was	I can place events in order on a timeline and use the correct historical language.							
	Knowledge	I can ask and answer questions about the past and begin to use evidence to back it up. I can communicate about historical events and significant people from the past and begin to present them in different ways.	I can use a wide variety of different sources to find out about the past and identify the ways the past is represented and begin to present them in different ways. I can communicate about historical events and significant people from the past and begin to present them in different ways.	I can use a wide variety of different sources to find out about the past and identify the ways the past is represented and begin to present them in different ways. I can communicate about historical events and significant people from the past and begin to present them in different ways. I can place events and artefacts in date order on a timeline and use the correct historical language.	I can ask and answer questions about the past and begin to use evidence to back it up. I can begin to use more precise historical language.	I can ask and answer questions about the past and begin to use evidence to back it up. I can communicate about historical events and significant people from the past and begin to present them in different ways.	I know the times of which some famous pharaohs rained and can place them in order.							
	Activity	Introduce Egypt on a map. Then discuss that Egypt had very powerful people and it's famous because ancient Egyptians created their own stories, religion and various gods that influenced the culture, society and their whole life. Circle times, exploring pictures and objects from that time to give children a visual of that period.	Discuss what the pharaoh title means and compare it to king and queens. Look at pictures of different pharaohs and children to design their own. Create a names and design your own pharaoh mask.	The people of ancient Egypt built mud brick homes in villages and in the country. They grew some of their own food and traded in the villages for the food and goods they could not produce. Most ancient Egyptians worked as field hands, farmers, craftsmen and scribes. A small group of people were nobles. Discuss and compare mudbrick houses and houses now. Make links to us still using lots of farming. . useful activites and videos on https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zrd48xs	Debate, children think of questions to ask the judge.	Fact file about Cleopatra. Can you remember and record facts about what she looked like? About her time on the throne and what she was like as a person.	Timeline of a few Pharaohs.							
ience Year	Question	How can we move objects?	How do wheels move?	What can I hear?	Which part of my body do I use to hear things?	What are different types of materials?	How can materials change? SCIENCE DAY	HALF TERM	Can we see light when it is dark?	What is light for?	What things can use electricity?	Who was Thomas Edison?	Who is Mae C Jemison?	
	Skills	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. With support, use simple equipment to measure and make observations	Describe how movement starts and stops with a push/pull. Identify objects we move with a push or pull. Observe how wheels turn and how wheels make directional movement easier. Writing speech bubbles about findings	With support, use simple equipment to measure and make observations	With support, use simple equipment to measure and make observations	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).		Talk about what they have done and say, with help, what they think they have found out	Talk about what they have done and say, with help, what they think they have found out	With support, use simple equipment to measure and make observations	Ask simple scientific questions.	Ask simple scientific questions.	
	Knowledge	I know that humans move objects with a push or a pull. I know that there are many sorts of movement which can be described in many ways and that movement can be stopped.	I know I can move things with a push and a pull I know that wheels are used for vehicles to move/travel I understand that there are many sorts of movement which can be described in many ways. I can recognise risks to myself when objects are moving. I recognise that it is not only ourselves that make things move by pushing	I can identify different sounds in my environment I can identify and make loud and quiet sounds I know that I use my ears for the sense of hearing.	I can identify different sounds in my environment I can identify and make loud and quiet sounds I know that I use my ears for the sense of hearing.	I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can distinguish objects from materials, describe their properties, identify and group everyday materials	I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties I can distinguish objects from materials, describe their properties, identify and group everyday materials		I know I need light in order to see things and that dark is the absence of light I know that things in the home have a source of light eg Microwaves, torches and that these things need power to create light. I know that I use my eyes for my sense of sight and that this helps me to learn about the world around me.	I know I need light in order to see things and that dark is the absence of light I know that things in the home have a source of light eg Microwaves, torches and that these things need power to create light. I know that I use my eyes for my sense of sight and that this helps me to learn about the world around me.	I can name some of the things that use electricity. I know that some things work by using electricity.	I know Thomas Edison invented the light bulb I know when Thomas Edison was born I know that Thomas Edison invented the light bulb	
	Activity	How do we move different things? Look at the video/PowerPoint. Have a variety of different things that move set out on tables. Children to have a table to fill in. Children to explore how you make different items move and then record their findings in the table- e.g. do you push it? Do you wind it? Do you throw it?	Watch the video about wheels and push/pull. Practice the motion with your hand. Have a variety of wheeled toys ready to explore. How do they move? Can you think of any other objects that move with a push/pull? Activity- Take photos and children to write in speech bubbles explaining what they have learnt/found out	What is sound? Discuss together what that means. What examples can you think of? https://www.bbc.co.uk/bitesize/topics/z3hhvcw/articles/z3wf34j Which part of our body is important for hearing sounds? Are all sounds the same? How are they different? Game: Close eyes and listen to sounds played. What can you hear? Is it an animal, nature sound or something else? Activity- identify if a sound is loud/quiet. Then explore making sounds with a partner and recording which were loud and which were quiet- record in a table.	Recap- what is a sound? Which part of our bodies so we use to hear? Play the sounds power point- can you identify what is making each sound? Activity: go on a sound hunt around the school and outside, making a list of everything you can hear (draw or write)	Look at the PowerPoint and video about materials. Sort objects into different material groups (practical- take photos) Can children talk about the properties of the materials once sorted?	Observe, sort and discuss materials according to characteristics - hard/soft, rough/smooth, heavy/light wet/dry, shiny/non-shiny Choose different materials and experiment with their properties, e.g. waterproof, soft/hard malleable or not, which ones float? Etc Children to make predictions before testing the materials and then relate back to their predictions afterwards. Were they correct?		https://www.bbc.co.uk/bitesize/clips/z3mb9qt bitesize clip introducing light sources Look at the clip https://www.bbc.co.uk/bitesize/clips/zfp6n39 about light sources in your bedroom at night. Can children think about what they can see at night? Draw a picture of your bedroom and label the different light sources you can see at night (e.g. moonlight, clock etc)	What do you think light is for? What would be hard to do if we didn't have light? Discuss together as a class. In small groups, go to the stock cupboard with a TA. Explore what it is like in the dark when the light is off- is it different when the door is open/shut? Why? Write a thought bubble explaining what you found out.	Have a selection of every day items ready for children to explore. How do they all work? What do all of them need to work? Sorting toys - which needs electricity to work? Activity- sort pictures of toys into ones that need electricity to work and ones that don't (e.g. bike, ipad, remote control car, doll, talking doll etc)	Write Thomas Edison on the WB. Has anyone heard his name before? Explain he invented something important- children to brainstorm what he could have invented Look at the power point and video. Introduce Lewis Latimer- a black scientist who improved the design and made it more accessible Can you think how we use his invention today? How would things be different without it? 30 minute text.	Write Mae C Jemison on the WB. Does anyone know who she is? Explain she is a famous female Scientist- share ideas for which part of science she is famous in. Explain that is famous for being the first African American Astronaut. Look at the powerpoint. Activity- think about what you would ask Mae Jemison if you were inerviewing her.	
	Question	What makes things fall to the ground?	How does a vehicle move?	What can make sounds?	What types of sounds do different objects make?	What are different materials suitable for?	Which material would work best? SCIENCE DAY	HALF TERM	What can make light? What do you do to make a light work?	What is Electricity?	What things are electrical in my home?	Who is Leo Hendrik Baekland?	Who is Elizabeth Garrett Anderson?	

Science Year 2	Skills	Ask scientific questions about the world around them	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	Use simple equipment to measure and make observations	Use simple equipment to measure and make observations	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions		Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning	Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Ask and answer scientific questions about the world around them.	Ask and answer scientific questions about the world around them.	
	Knowledge	I know that it is not only ourselves that make things move by pushing or pulling. I can ask questions about what is causing movement. I know that a force called gravity causes things to fall on Earth.	I know that when I use things like a scooter or a bike that I am using energy. I understand that when a vehicle moves it is caused by a force. I understand that I can push and pull an object and that other things can push objects I understand that friction can stop the movement of a vehicle.	I know that objects can create sounds. I can use instruments and my voice to create sound. I can describe that there are many different sources of sounds I can predict how loud a sound may be	I know that objects can create sounds. I can use instruments and my voice to create sound. I can describe that there are many different sources of sounds I can predict how loud a sound may be	I can compare suitability of materials for different uses. I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	I can compare suitability of materials for different uses. I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		I know that natural light comes from the sun I can name some different sources of light. I know that electricity can generate light I can control man-made light (I can blow candles out and turn the lamp off)	I know that electricity is used within the house and around me. I know the sources of electricity. I understand that a battery can power a simple circuit. I can create a simple circuit to light a bulb.	I know that electricity is used within the house and around me. I know the sources of electricity. I understand that a battery can power a simple circuit. I can create a simple circuit to light a bulb.	I know Leo Hendrik Baekeland invented Bakelite plastic. I can identify objects made from Bakelite I can explain the impact this new material had	I know that Elizabeth Garrett Anderson was a doctor. I know that she was first English woman to qualify as a doctor in 1865. I know she founded the first hospital staffed by women I know she was the first female doctor in France I know she stsrted her career as a nurse as she wasn't allowed to study medicine	
	Activity	Have a ball ready. Hold it in your hands. What would happen to the ball if I let go? Give each pair/child a ball to hold. Children to predict what would happen. Record as a prediction. Test- everyone let go at the same time. What happened? Were we right? Why did this happen? Does anyone know? Its called Gravity- watch the video https://www.bbc.co.uk/bitesize/topics/zf66fg8/articles/zqbm3k7 Look at the Gravity information https://www.theschoolrun.com/homework-help/gravity Activity- using what you now know about gravity, predict what will happen if you drop your ball on the moon. Will it fall the same way?	Look at the video about motion and discuss any misconceptions or questions children have. https://www.bbc.co.uk/bitesize/clips/z9nkqty Introduce forces in the playground by watching: https://www.bbc.co.uk/bitesize/clips/zvj8q6f Walk to the local playground and investigate and explore how the equipment moves. How do you start and stop on different equipment? How does the way you move change on different equipment? Record findings.	What is sound?] https://www.bbc.co.uk/bitesize/topics/z3hhvcw/articles/z3wf34j What can make a sound? Pose the question to children and ask them to make a list on WBs of everything they can think of that can make a sound. Share ideas as a class. Do sounds sound different at different ages? Watch the 30 second vide: https://www.bbc.co.uk/bitesize/clips/zbntsbk Game: children to close their eyes. Have some items. Make different noises- can they identify what is making the sound? Challenge children by increasing the difficulty- e.g. a pair of scissors cutting, a whiteboard pen writing, a window opening/closing etc. Activity: Make a telephone out of cups and string. Experiment with hearing sounds through the telephone.	Recap- what is sound? Look at the clip about musical instruments. https://www.bbc.co.uk/bitesize/clips/zj6mhyc 5 minutes- go on a sound hunt outside and record as many sounds as you can and what made them. Which sounds were louder? Quieter? Have a variety of instruments and things that make sounds out. Children to explore the instruments and investigate what can make the loudest/quietest sound- fill in the table and then share conclusions with the rest of the class. Activity- children to identify things that make loud/quiet/long/short sounds and sort them.	Have a variety of objects at the front of the classroom. Select one. What is it? What is it made from? Introduce different materials and their properties to children. Why do you think that material was chosen for the item? Does it matter what things are made from? Choose a silly example- what are umbrellas made from? Why aren't they made from paper? Watch https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9pgcdm Activity: Choose objects. Draw them and then label objects with what they are made from, the properties of the materials and why they have been chosen (e.g. a raincoat is made of waterproof material so that it can be worn in the rain and you don't get wet)	Science Day? Recap the different material group names and their properties. Game- find/think of something made of... Today we are going to investigate the best material for making.. INSERT IDEA! How could we do this? Introduce the stages of an investigation- 1-What are we investigating 2-Making a scientific prediction 3-Deciding on a fair test 4-Carrying out the test 5-Results 6-Evaluate- what did we find out?		What do we already know about light? Brainstorm with partners, share ideas and information with the rest of the class. Look at the bitesize video introducing light. https://www.bbc.co.uk/bitesize/clips/z3mb9qt Look at the difference between natural light sources (the sun) and man made light sources Activity: Sort different light sources	What is electricity? https://www.bbc.co.uk/bitesize/clips/z8fd2p3 https://www.bbc.co.uk/bitesize/clips/zjmqxnb Where do we get electricity from? Share ideas as a class. Show a plug and a battery. What do we know about these items? What are they for? Can you think of anything that needs batteries or plugs to work? Write a list of items that use batteries and items that use plugs. Activity: Draw your living room. Label each item that needs electricity to work. Does it use batteries or mains?	Where does electricity come from? https://www.bbc.co.uk/bitesize/clips/zcnhfg8 Look on the website and make a circuit on the WB Activity: Children to work in pairs and create their own circuit, then write instructions for how to do it.	Who was Leo Hendrik Baekeland? Explain that he was a scientist who invented something important. Brainstorm with children what he could have invented. Look at the powerpoint and video about him. What did he invent? Why is it important today? Can you think how we use his invention today? How would things be different without it? 30 min text.	Who was Elizabeth Garret Anderson? Write her name on the WB. Does anyone know who she is? Brainstorm why she may be important. Look at the power point about her. Discuss how it may have felt wanting to be a doctor and not being allowed to be one because she was a woman. How would you feel? How do you think things would be different if she hadn't become a doctor? Activity- Create a fact file about Elizabeth Garrett Anderson	
Geography	Question							Where is Egypt?	What are the physical features of Egypt?	What is it like to live here?	What is tourism?	Who is in charge of the place we are studying		
	Skills							I can locate Egypt and its capital city on a world map , atlas or globe. I can locate the oceans surrounding Egypt on a world map, atlas or globe I can locate the River Nile on a map	I can ask and answer geographical questions such as- What is this place like? I can name significant landmarks I can look at features of the landscape and compare to UK	I can answer geographical questions such as: who will I see here? What do people do in this place? What is it like to live here? I can talk about and compare poverty here and there	I can answer questions such as "What is tourism?" I can discuss what people do here to make money	I can participate in a class vote		
	Knowledge							I know the capital of Egypt I understand what the capital city is	I know about the climate and can compare it to the UK I know some Egyptian landmarks	I know life in Egypt may be different to life here I know the differences between rural and urban areas I know the different kinds of jobs people might do I know the different kinds of houses people might live in	I know what a tourist is I know why a tourist might travel to Egypt	I know how voting works I know an Egyptian leader I know a UK leader		
	Activity							Using maps / atlas' to locate Egypt on a map Look at the capital city Key cities linked to history. Locate the River Nile	Look at the desert. Weather Buildings Pyramids	Research a day in the life diary entry	create posters to advertise travel to Egypt, persuasive leaflets	class votes - in teams creating votes, making ballot boxes etc.		
RE	Question	How do people worship?	How do people worship?	Why do people pray in different religions?	What is Ramadan?	What is Eid and how is it celebrated?	How did people worship in Ancient Egypt?							
	Skills	I can learn about praying in different ways I can talk about different types of Christian prayers - sorry, thank you, bidding, traditional	I can identify different kinds of prayers	I can talk about how Muslims pray	I can explain what Ramadan is	I can explain what eid is	I can identify some of the ancient Egyptian's Gods and goddesses							
	Knowledge	I know that prayer is communication with God I know different types of prayers I know some traditional Christian prayers	I know that prayer is communication with God I know different types of prayers I know some traditional Christian prayers	I know that Muslims pray 5 times a day I know that Muslims face Meccah when praying I know what a prayer mat is	I know that Ramadan is an important period of fasting for Muslims I know how fasting works during Ramadan	I know that Eid is an important Muslim celebtraion	I know that the ancient Egypitans worshipped over 2000 gods and goddesses							
	Activity	Write a prayer	Teacher read a prayer, chn say what kind of prayer it is	*Designing a prayer mat*	Powerpoint, 30 min text	*Eid celebration crafts - cards, mendhi patterns and lanterns*	Egyptian god profile activity sheet							
PSHE Y1	Question	Y1 R	Y1 R	Y1 R	Y1 R	Y1 R	Y1 R	Y1 CM	Y1 CM	Y1 CM	Y1 CM	Y1 CM	Y1 CM	
	Skills	I know how to make friends	I try to solve friendship problems when they occur	I help others to feel part of a group	I can show respect in how I treat others	I know how to help myself and others when they feel upset and hurt	I know and show waht makes a good relationship	I understand that everyone is unique and special	I can express how I feel when change happens	I understand and respect that I see in myself	I understand and respect the changes that I see in other people	I know who to ask for help if I am worried about change	I am looking forward to change	
	Knowledge	I can identify the members of my family and understand that there are lots of different types of families	I can identify what being a good friend means to me	I know appropriate ways of physical contact to greet my friends and I know which ways I prefer	I know who can help me in my school community	I can recognise my qualities as a person and a friend	I can tell you why I appreciate someone who is special to me	I am starting to understand the life cycles of animals and humans	I can tell you some things about me that have changed and some things about me that have stayed the same	I can tell you how my body has changed since I was a baby	I can identify the parts of the body that make boys different to girls and can use the correct names for these: *penis tesitcles vagina vulva anus*	I understand that every time I learn something knew I change a little bit	I can tell you about the changes that have happened in my life	
Y2	Question	Y2 R	Y2 R	Y2 R	Y2 R	Y2 R	Y2 R	Y2 CM	Y2 CM	Y2 CM	Y2 CM	Y2 CM	Y2 CM	
	Skills	I know how to make friends	I try to solve friendship problems when they occur	I help others to feel part of a group	I can show respect in how I treat others	I know how to help myself and others when they feel upset and hurt	I know and show waht makes a good relationship	I understand that everyone is unique and special	I can express how I feel when change happens	I understand and respect that I see in myself	I understand and respect the changes that I see in other people	I know who to ask for help if I am worried about change	I am looking forward to change	

PSHE Y	Knowledge	I can identify the members of my family, understand my relationships with each of them and know why it is important to share and cooperate	I understand that there are lots of forms of physical contact within a family and some are acceptable and some are not	I can identify some of the things that can cause conflict with my friends	I understand that sometimes it is good to keep a secret and sometimes it is not	I recognise and appreciate people who can help me in my family, my school and my community	I can express my appreciation for the people in my special relationships	I can recognise cycles of life in nature	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I can recognise the physical differences between boys and girls, use the correct names for parts of the body *(penis tesitcles vagina vulva anus)* and appreciate that some parts of my body are private	I understand that there are different types of touch and can tell you which ones I like and which I don't like	I can identify what I am looking forward to when I move to my next class		
Computing 1	Question														
	Skills														
	Knowledge														
Art	Question	Heiroglyphics ?													
	Skills														
	Knowledge														
	Activity														
Design	Question	What was Ancient Egyptian Jewellry like?	Can I create a design for my jewellry?	Can you create a template?	Can I create my own jewellry?	Can I create my own jewellry?	What shall I use to decorate my jewellry.	Is my product fit for purpose?							
	Skills	I can design a purposeful and functional product. I can communicate my ideas through talking, drawing, templates and mock ups	I can design a purposeful and functional product. I can communicate my ideas through talking, drawing, templates and mock ups I can draw a simple design and	I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing, templates and mock ups	I can fold, tear and cut paper and card. I can use tape and glue to create fixed joins. I can mark out materials using a template.	I can fold, tear and cut paper and card. I can use tape and glue to create fixed joins. I can mark out materials using a template.	I can attach embelishments to create a desired effect.	I can evaluate my ideas and products against design criteria.							
	Knowledge	I know how to communicate my ideas through talking, drawing, templates and mock ups	I know that my design needs to be fit for purpose. I know that I need to label my design clearly. I know that I need to know who my product is for to make it as effective as possible.	I know that different materials will work differently. I know that my design may work better with some materials than others.	I know to use tape or glue to create a join I know that I need to use a template to mark out materials. I know that I need to fold before tearing or cutting.	I know to use tape or glue to create a join I know that I need to use a template to mark out materials. I know that I need to fold before tearing or cutting.	I know that I need to use glue or string to attach embellishments.	I know the advantages of my product. I can discuss the improvements that could be made. I know that my product needs to meet the design criteria.							
	Activity	Look at examples of Ancient Egyptian jewellry. Look at the photos on the sheet of different examples. Label the photos with features you notice. e.g. materials, colours, any patterns you notice etc. Which is your favourite? Why? Who are they designed for?	Explain that we are going to design our own Ancient Egyptian Jewellry. Recap what the jewellry looked like by looking at example photos and talking about the features. Talk about what you would like your jewellry to look like. Think about who will wear it- who is your jewellry for? make this clear on your design. Model using the design sheet to draw your design. Label with the features and then think about what colours/materials etc you will use.	Split tables into different materials. Children to experiment with different materials, thinking about hwat would be the best for their design. Children to create different templates using the materials and then decide which works best- children to add this to their design sheet.	Split the classroom into groups using the various materials from last week and ensure each child is in the correct group for their chosen material. Children to begin to create their jewellry.	Children to continue to create their jewellry.	Have tables set up with different materials for children to use- e.g. paint/glue to varnish/sequins/glitter etc	Look at your finished product. Does it meet the design criteria? Look at your design criteria table and assess your finished jewellry against it. Does it work for the purpose you intended? What works really well? What didn't work as well as you hoped? What would you change if you made the product again?							