

Year 2 – Autumn 1 - Pirates

Christian Values		British Values		Reading at the Heart of our Curriculum			Life in all its Fullness – Trips/Visitors/ WOW days	
<p>Hope- Harvest Festival, Macmillan Coffee Afternoon, Forgiveness–4 step apology Love –Harvest Festival, Macmillan Coffee Afternoon Joy – Pirate Day Patience Grace the Pirate, Ice experiment – changes over time Respect Violet Stephen, The Pirates next door Tolerance Violet Stephen, The Pirates next door Gentleness – painting - experimenting Blue cross., PE – controlling movements, balance, PSHE – resolving conflict Thankfulness - Harvest Festival., letters to pirate Ron Kindness- Harvest Festival, Macmillan Coffee Afternoon Friendship PSHE – working cooperatively Honesty PSHE – understanding how actions make others feel</p>		<p>Rule of law Agreeing class rules, Pirate law? PE – rules of team games, PSHE – rules for keeping physically and emotionally safe Tolerance and Mutual Respect Violet Stephen visit, The Pirates next door Individual Liberty Challenging Stereotypes of pirates, Democracy Spiritual Council Election, Agreeing class rules, class assembly – class involvement in writing and preparation eg choices about songs etc.,</p>		<ul style="list-style-type: none"> • Blackbeard’s Ship • Pirate Poems • Grace the Pirate • The Pirates next door 			<p>24.9.18 Pirate Day / Pirate Ron – inc parent workshop 10.9.18 Y1 and Y2 Spiritual Council Elections 27.9.18 Macmillan Coffee Afternoon 2.10.18 B30 Foodbank visitor 9.10.19Harvest Festival Date TBC -Violet Stephen Visit (w/b 15.10.18?) Evergreen Class Assembly – 25.10.18</p>	
PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
<p>He/she understands how his/her actions may make others feel.</p> <p>He/she knows rules for and ways of keeping physically and emotionally safe (including road safety, in the environment safety online the responsible use of ICT the difference between secrets and surprises and understanding not to keep adults’ secrets)</p> <p>He/she understands the difference between a secret and a surprise.</p> <p>He/she can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>He/she can construct and agree to follow group and class rules and to understand how these rules help them.</p> <p>He/she makes a positive contribution to the classroom environment.</p>	<p>I know that Christians try to follow Jesus and ‘love God’ and ‘love others’.</p> <p>I can talk about similarities between the way I show I belong and the way that Christians show that they belong.</p> <p>I can identify some of the ways that Christian’s beliefs influence the things that they choose to do.</p> <p>I can make links between belonging to a certain religion and behaving in a certain way eg He goes to church because he is a Christian.</p>	<p>I can perform sequential movements with different parts of my body at different speeds at the same time.</p> <p>I can take part in competitive physical activity against other people.</p> <p>I can apply simple attacking and defensive tactics when playing team games.</p> <p>I can maintain a balanced position whilst using a piece of equipment.</p> <p>I can change direction in a balanced and controlled manner.</p>		<p>He / she can create maps of real life places.</p> <p>He / she can create a key for symbols they use on their maps.</p> <p>He/she can use aerial photographs and maps to identify key landmarks and basic human and physical features of an area studied.</p> <p>He/she can follow and use directional language (eg up, down, near and far left and right, forwards and backwards to find and describe the location of features and routes on a map</p> <p>He/she can understand and use simple compass directions (north south east and west) to find and describe the location of features and routes on a map</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p>		<p>I can use paint with brushes of different sizes and experiment with using my brush in different ways to make different marks.</p>	<p>(TAF) Describe the basic needs of animals for survival and the main changes as young animals including humans grow into adults</p> <p>Notice that animals including humans have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals including humans for survival (water food and air) (TAF)</p> <p>Name and locate parts of the human body including those related to the senses and describe the importance of exercise balanced diet and hygiene for humans</p> <p>Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene</p> <p>Changes overtime (Ice Experiemnt)</p>
Computing Unit		Sharing the Learning		SMSC			Safeguarding	
<p>We are game testers</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private. 		<p>Meet the teacher Open Evening MacMillan Coffee Afternoon Harvest Festival</p>		<p>Spiritual – RE Belonging unit, Harvest festival Moral Agreeing class rules, - Harvest Festival, MacMillan, RE – links between religious beliefs and behaviour Social Harvest Festival, Pirate Day, Parent Workshop, PE- team games Cultural Harvest Festival, Art – paintings as provocations and experimenting with different brush strokes, Music – playing instruments</p>			<p>Computing – Use technology safely and respectfully. Blue Cross – keeping safe around dogs PSHE - rules for and ways of keeping physically and emotionally safe (including road safety, in the environment safety online the responsible use of ICT the difference between secrets and surprises and understanding not to keep adults’ secrets) PSHE - He/she understands the difference between a secret and a surprise.</p>	

Year 2 – Autumn 2 - Celebrations and Festivals

Christian Values		British Values		Reading at the Heart of our Curriculum			Life in all its Fullness – Trips/Visitors/ WOW days	
<p>Hope – Remembrance / Peace, Advent, Where The Poppies Now Grow</p> <p>Forgiveness Remembrance, The Christmas Truce,</p> <p>Love Advent</p> <p>Joy Theatre trip, Diwali, PSHE-sharing success</p> <p>Patience Advent</p> <p>Respect Diwali Anti Bullying Week – choose respect – we're all unique, The Christmas Truce</p> <p>Tolerance Diwali, • A Row of Lights – Diwali Story</p> <p>Gentleness PSHE- anti-bullying work, anti-bullying week, Peace Lily</p> <p>Thankfulness SOMC- Toy Service – letters?</p> <p>Kindness SOMC- Toy Service, Peace Lily</p> <p>Friendship Links with SOMC, • The Little Hen and the Great War</p> <p>Honesty PSHE – fair/unfair,</p>		<p>Rule of law Firework code,</p> <p>Tolerance and Mutual Respect PSHE To identify and respect the differences and similarities between people, Diwali, RE - I can talk about why it is important to show respect in a place of worship.</p> <p>Individual Liberty PSHE He/she can share personal successes with his/her class, Remembrance, Anti Bullying Week – choose respect – we're all unique</p> <p>Democracy Remembrance, class assembly – class involvement in writing and preparation eg choices about songs etc,,</p>		<ul style="list-style-type: none"> • Scarecrow's Wedding • Let's Celebrate Poetry Book • A Row of Lights – Diwali Story • The First Diwali – poem • Stubby – The dog soldier • The Christmas Truce • The Little Hen and the Great War • Stubby the Dog Soldier: World War I Hero • The Christmas Truce - Hilary Robinson • Flo of the Somme - Hilary Robinson • Where The Poppies Now Grow - Hilary Robinson • Peace Lily: The World War 1 Nurse - Hilary Robinson 			<p>7.11.18 Diwali</p> <p>12.11.18 Remembrance Service</p> <p>15.11.18 – Birmingham City Mission Assembly</p> <p>12.11.18- 16.11.18 – Anti Bullying Week – choose respect – we're all unique</p> <p>19.11.18-25.11.18 Road Safety week</p> <p>11.12.18 Palace Theatre – Aladdin</p> <p>19.12.18 Christmas Service</p> <p>Date TBC - Christmas Craft afternoon - Parent/Child Workshop</p> <p>Date TBC - I Sing Pop Production</p> <p>Date TBC – SOMC Toy Service</p> <p>TBC – Visit to Northfield Methodist Church – RE Belonging Unit</p> <p>Beech Class Assembly – 22.11.18</p>	
PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
<p>He/she can share personal successes with his/her class.</p> <p>He/she recognises from his/her own actions what is fair and unfair/kind and unkind and right and wrong.</p> <p>He/she can describe different ways others can be teased or bullied and understand that these are wrong.</p> <p>He/she understands how to resist teasing or bullying and who to go to for help if they witness it.</p> <p>He/she can explain how others are feeling and how they show those feelings. e.g. Smiling crying being quiet etc.</p> <p>He/she makes a positive contribution to the classroom environment.</p>	<p>I can identify some of the ways that Christian's beliefs influence the things that they choose to do.</p> <p>I can make links between belonging to a certain religion and behaving in a certain way eg He goes to church because he is a Christian.</p> <p>I can retell the Christmas story with the events in the correct order.</p> <p>I can identify how other people might feel.</p>	<p>I can perform sequential movements with different parts of my body at different speeds at the same time.</p> <p>I can maintain a balanced position whilst using a piece of equipment.</p>	<p>Recounts the lives of significant individuals in the past who have contributed to international achievements. Some should be used to compare aspects of life indifferent periods.</p> <p>Identifies changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Describes events beyond living memory that are significant nationally.</p> <p>Identifies some reasons why people in the past acted as they did, why events happened and what happened as a result</p> <p>Talks about who/what was important.</p> <p>Chooses and uses parts of stories and other sources to ask and answer questions about the past</p>	<p>He/she can use various sources of information (such as atlases, aerial photographs, non-fiction books and the internet) to identify key landmarks and basic human and physical features of 2 places studied at KS1</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>I can draw templates and/or make models of my designs and explain to others what the purpose of my design is and what it's features are.</p> <p>I can talk about how my designs fit criteria and why people might like them.</p> <p>I can explain and evaluate the tools I have chosen to use and say why I think they were suitable.</p> <p>I can choose the tools I am going to use, use them effectively to perform practical task and explain why I have chosen them.</p> <p>I can choose the materials I am going to use and explain why I have chosen them.</p>	<p>Describe seasonal changes (TAF)</p> <p>(Y1) Observe changes across the 4 seasons</p> <p>(Y1) Observe and describe weather associated with the seasons and how day length varies</p> <p>(TAF) Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants</p> <p>(TAF) Describe the basic needs of animals for survival and the main changes as young animals including humans grow into adults</p> <p>Notice that animals including humans have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals including humans for survival (water food and air)</p> <p>Asking simple questions and recognising that they can be answered in different ways (TAF ask their own questions about what they notice)</p>	
Computing Unit			Sharing the Learning	SMSC			Safeguarding	
<p>We are Astronauts</p> <p>•Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>•Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>			<p>Open Evening</p> <p>Christmas Craft parent / child workshop</p> <p>I Sing Pop Production</p>	<p>Spiritual Birmingham City Mission Assembly, Remembrance Service, Christmas Service, The Christmas Truce</p> <p>Moral Remembrance, Peace Lily, The Christmas Truce</p> <p>Social, Christmas Craft afternoon - Parent/Child Workshop</p> <p>Cultural I Sing Pop Production, Let's Celebrate Poetry Book RE – Exploring a range of paintings of Biblical image, Diwali Day, Theatre Trip</p>			<p>PSHE - He/she can describe different ways others can be teased or bullied and understand that these are wrong. PSHE - He/she understands how to resist teasing or bullying and who to go to for help if they witness it.</p> <p>Theatre trip – supporting children to assess risk,</p> <p>Guy Fawkes / Diwali – Firework code, fire safety, Anti Bullying Week – choose respect – we're all unique</p> <p>Road Safety Week</p>	

Year 2 – Spring 1 – Traditional Tales

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness – Trips/Visitors/ WOW days
Hope Sleeping Beauty Forgiveness Rumpelstiltskin Love Sleeping Beauty Joy Sleeping Beauty, Patience Sleeping Beauty Respect Chinese New Year Tolerance Chinese New Year Gentleness Rumpelstiltskin, Sleeping Beauty Thankfulness Sleeping Beauty Kindness Sleeping Beauty Friendship Sleeping Beauty Honesty Rumpelstiltskin	Rule of law Little red riding hood – rules to keep us safe, Safer internet day – rules to keep safe online Tolerance and Mutual Respect Chinese New Year, Individual Liberty Rumpelstiltskin, Democracy Chinese New Year Race – ways to make decisions and resolve conflicts	Little Red Riding Hood Little Red Riding Duck Rumpelstiltskin Rumplesnakeskin Sleeping Beauty Sleeping Badger	28.1.19 to 4.2.19 - Health Week 5.2.19 Chinese New Year 6.2.19 Safer internet day

PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science
He/she can describe how to keep fit and healthy and understand basic dental hygiene. He/she makes a positive contribution to the classroom environment.	I can identify key features of the Bible eg old testament, new testament, chapters, verses, rules, stories, letters, poems etc I know that Jesus told people parables to teach them important things. I can talk about why I think some verses in the Bible might be important to Christians and say what I think about them. I can share my ideas about what I think Jesus' parables are about.	I understand that the longer I stretch my throwing arm the more power is applied and the greater the speed of my throw. I can intercept an object by understanding the speed distance and direction it is travelling. I can change direction in a balanced and controlled manner.				Use the basic principles of a healthy and varied diet to prepare dishes I can choose the materials I am going to use and explain why I have chosen them. I can use the things I learn when I look at existing products to evaluate my own designs.	I can use pastel and charcoal to make different marks. I can use techniques I have seen in other artists work in my own art work. I can use different materials and techniques that I have learned to design and make products.	Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including: Observing changes over time Noticing similarities, differences and patterns Grouping and classifying things Carrying out simple comparative tests Finding things out using secondary sources of information (TAF) Gathering and recording data to help in answering questions (TAF) Performing simple comparative tests Using their observations and ideas to suggest answers to questions (TAF) Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways what they do and what they find out (TAF) Observing closely using simple equipment (TAF) Noticing similarities differences and patterns (TAF) Finding things out using secondary sources of information 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 (TAF) Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water light and a suitable temperature to grow and stay healthy

Computing Unit	Sharing the Learning	SMSC	Safeguarding
We are detective (emails to solve mystery related to traditional tale) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Open Evening Parent workshop	Spiritual Chinese New Year, RE – meaning of parables, Moral Rumpelstiltskin/ Sleeping Beauty/ Little Red Riding Hood, RE – meaning of parables, Social Chinese New year celebration, PSHE – positive contribution to class. Cultural Traditional tales – from own and other cultures,	Safer internet day Health Week – healthy eating, dental hygiene, keeping fir and healthy Rumpelstiltskin/ Sleeping Beauty/ Little Red Riding Hood – safer adults and Keeping safe with strangers. Sleeping Beauty – safe things to touch / not touch

Year 2 – Spring 2 & Summer 1 – Extreme Environments

Christian Values		British Values		Reading at the Heart of our Curriculum			Life in all its Fullness – Trips/Visitors/ WOW days		
<p>Hope Dear Greenpeace, Red nose day, Lent</p> <p>Forgiveness Easter- repairing broken friendship with God</p> <p>Love Mothering Sunday, Red nose day</p> <p>Joy Easter story, World book day, Animals in hands</p> <p>Patience Lent</p> <p>Respect Autism Awareness week, RE- sensitivity to others</p> <p>Tolerance RE- sensitivity to others</p> <p>Gentleness Mothering Sunday</p> <p>Thankfulness Mothering Sunday</p> <p>Kindness Jungle Book</p> <p>Friendship Jungle Book, Easter- repairing broken friendship with God</p> <p>Honesty Easter- repairing broken friendship with God</p>		<p>Rule of law Rules and laws that help us care for the environment</p> <p>Tolerance and Mutual Respect Autism Awareness week, RE – special occasions,</p> <p>Individual Liberty RE- sensitivity to others</p> <p>Democracy Environmental campaigns and voting?</p>		<ul style="list-style-type: none"> • Deep in a rainforest • Whatever the Weather • Where the Forest Meets the Sea • Far Away Moon (Space) • Planet Earth • Dear Greenpeace • Big Blue Whale • Baleen • Jungle Book • Space Poems 			<p>5.3.19 Shrove Tuesday</p> <p>6.3.19 Animals in Hands</p> <p>7.3.19 World book day</p> <p>15.3.19 Red nose day</p> <p>31.3.19 Mothering Sunday</p> <p>1.4.19 - 7.4.19 Autism Awareness Week (Date TBC)</p> <p>Date TBC Parent and Child Workshop</p> <p>Date TBC Easter Assembly</p> <p>24.5.19 Aldersgate Day</p> <p>8.5.19 Botanical Gardens Trip</p>		
PSHE	R.E	PE	History	Geography		Music	Design Technology	Art	Science
<p>He/she understands simple ways to keep money safe and the different ways they can spend it.</p> <p>He/she understands that money can be used for different purposes. e.g. Spending and saving.</p> <p>He/she understands that money comes from different places.</p>	<p>Spr 2 I know that Christians believe that Jesus died to restore people's broken friendship with God. I can show respect and sensitivity towards others in the way that I talk about things.</p> <p>Sum 1 I can talk about different things that Christians do when they worship God. I can talk about my own experiences of wonder and of worship. I can talk about occasions that are special to me and occasions that are special to other people and say what makes them special.</p>	<p>I can create dances using simple movement patterns.</p> <p>I can apply simple attacking and defensive tactics when playing team games.</p>	<p>Recalls significant historical events, people and places in their own locality</p> <p>Defines events beyond living memory that are significant globally</p> <p>Compares the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods.</p> <p>Talks about who/what was important</p> <p>Chooses and uses parts of stories and other sources to ask and answer questions about the past</p>	<p>He/she can name and locate the world's seven continents.</p> <p>He/she can name and locate five oceans.</p> <p>He/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>He/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather. (desert volcano rainforest?)</p> <p>He/she can use basic geographical vocabulary identify and describe key human features e.g. city town village factory farm house office port harbour and shop. (and key buildings in areas studied such as station church cathedral temple?)</p> <p>He/she can use their geographical understanding to make simple conclusions and give reasons for their conclusions</p> <p>He/she can name and locate the four countries and capital cities of the UK, and to identify key characteristics of each country.</p> <p>He / she can identify the geographical similarities and differences in the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>			<p>Understand where food comes from</p>	<p>I can use a range of techniques experimenting with colour pattern texture and line.</p>	<p>Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including: Observing changes over time Noticing similarities, differences and patterns Grouping and classifying things Carrying out simple comparative tests Finding things out using secondary sources of information (TAF) Gathering and recording data to help in answering questions (TAF) Performing simple comparative tests Using their observations and ideas to suggest answers to questions (TAF) Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways what they do and what they find out (TAF) Observing closely using simple equipment (TAF) Noticing similarities differences and patterns (TAF) Finding things out using secondary sources of information</p> <p>(TAF) Name different plants and animals and describe how they are suited to different habitats Identify and name a variety of plants and animals (in their habitats including microhabitats) Explore and compare the differences between things that are living, dead, and things that have never been alive (TAF identify whether things are alive, dead or have never lived [year 2]) (TAF) describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]</p>
Computing Unit				Sharing the Learning		SMSC			Safeguarding
<p>We are photographers (Science – mini beasts) We are Zoologist (Science – mini beasts) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>				<p>Open Evening Easter Craft – Parent and child workshop</p>		<p>Spiritual Caring for planet / stewardship, Animals in hands Moral Dear Greenpeace – caring for planet, Animals in hands Social RE – special occasions Cultural Mothering Sunday, Easter, Easter gardens, Art – using range of techniques/experimenting with colour</p>			<p>Animal safety Botanical Gardens trip – supporting children to assess risk Food preparation safety PSHE – money – financial management</p>

Year 2 – Summer 2 – Houses and Homes

Christian Values		British Values		Reading at the Heart of our Curriculum			Life in all its Fullness – Trips/Visitors/ WOW days		
<p>Hope Holly Hill's got talent</p> <p>Forgiveness</p> <p>Love Names of Allah</p> <p>Joy Holly Hill's got talent</p> <p>Patience making model castle – developing new skills, working in stages</p> <p>Respect Shompa Lives in India, One Big Family (Sharing Life in an African Village), Sports Day</p> <p>Tolerance Shompa Lives in India, One Big Family (Sharing Life in an African Village)</p> <p>Gentleness Water party</p> <p>Thankfulness Leavers assembly / service</p> <p>Kindness PSHE – positive contribution</p> <p>Friendship Leavers assembly / service</p> <p>Honesty Sensitive peer assessment / feedback</p>		<p>Rule of law Rules for sports day events, instructions for how to build castles, Water party</p> <p>Tolerance and Mutual Respect Shompa Lives in India, One Big Family (Sharing Life in an African Village), Mosque/church visit, Houses around the world</p> <p>Individual Liberty Designing own ideal home</p> <p>Democracy Holly Hill's got talent – voting for acts</p>		<p>Castle poems</p> <p>The House that Jack Built and big book version</p> <p>Shompa Lives in India</p> <p>One Big Family (Sharing Life in an African Village)</p> <p>Houses around the World</p> <p>Houses and Homes</p> <p>Changes to Home</p> <p>Building a House</p> <p>All Kinds of Homes</p>			<p>4.7.19 St Johns Church and Shirelands Mosque</p> <p>Date TBC Warwick Castle</p> <p>10.7.19 - Holly Hill's got talent</p> <p>16.7.19 – Water party</p> <p>17.7.19 – Sports Day</p>		
PSHE	R.E	PE	History	Geography	Music	Design Technology	Art	Science	
<p>He/she understands the difference between a secret and a surprise.</p> <p>He/she can share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>He/she makes a positive contribution to the classroom environment.</p>	<p>Sum2 – coincide with Mosque / church trip)</p> <p>I can recall facts about Allah / Muhammed (pbuh)/ the Qur'an</p> <p>I can say why I think that the Prophet Muhammed (pbuh) and the Qur'an might be important to Muslims.</p> <p>I can talk about different things that Christians do when they worship God.</p> <p>I can talk about my own experiences of wonder and of worship.</p>	<p>I can take part in competitive physical activity against other people.</p>	<p>Uses common words and phrases about the passing of time by fitting people/events studied into a simple chronological framework.</p> <p>Identifies similarities and differences between ways of life in different periods</p> <p>Makes simple observations about different types of people events beliefs within a society.</p> <p>Can identify some of the different ways in which the past is represented</p> <p>Communicates in different ways about aspects of life in past times and uses a wide vocabulary of everyday historical terms.</p>	<p>He / she can identify the geographical similarities and differences in the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Experiment with creating, select and combine sounds using the interrelated dimensions of music</p>	<p>I can choose the tools I am going to use, use them effectively to perform practical task and explain why I have chosen them.</p> <p>I can use what I learn about different mechanisms in my own designs. (levers sliders wheels axels).</p> <p>I can build structures using what I have learned to make them stronger, stiffer and more stable</p> <p>I can evaluate my own product against the design criteria.</p>	<p>I can make a sculpture and explain how I have made my sculpture</p> <p>I can use what I learn from looking at the work of different artists in my own work.</p>	<p>Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:</p> <p>Observing changes over time</p> <p>Noticing similarities, differences and patterns</p> <p>Grouping and classifying things</p> <p>Carrying out simple comparative tests</p> <p>Finding things out using secondary sources of information (TAF) Gathering and recording data to help in answering questions</p> <p>(TAF) Performing simple comparative tests</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>(TAF)Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways what they do and what they find out</p> <p>(TAF)Observing closely using simple equipment</p> <p>(TAF)Noticing similarities differences and patterns</p> <p>(TAF)Finding things out using secondary sources of information</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing bending, twisting and stretching</p>	
Computing Unit			Sharing the Learning		SMSC			Safeguarding	
<p>We are researchers</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			<p>Parent / child workshop - castle building</p>		<p>Spiritual RE- how Christians Worship God, Mosque/church visit, RE – what's important to Muslim families, leaver's service – St Martins</p> <p>Moral</p> <p>Social Holly Hill's got talent, water party, leavers assembly, Water party</p> <p>Cultural Shompa Lives in India, Warwick castle visit</p>			<p>Water safety</p> <p>DT – safe use of tools and equipment</p> <p>Sea life centre trip – supporting children to assess risk,</p> <p>Sun and heat safety</p>	