

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English: Text 1	A Walk in London Salvatore Rubbino	Wolves by Emily Gravett	Rosie Revere, Engineer by Andrea Beaty	Traction Man by Mini Grey	The Bear and The Piano by David Litchfield	Malala's Magic Pencil by Malala Yusufzai
Audience and Purpose	To inform Visitors to Grove	To inform Reception children	To inform Potential purchasers	To entertain KS1 children	To inform People who live in the city (in the book)	To inform Year 2 children in the future
Skills Taught (Exploring structure / Success criteria)	- capital letters for proper nouns - question sentences - question marks - command sentences - expanded noun phrases - present tense - suffix -ful	- statement sentences - expanded noun phrases - subordinating conjunctions	- conjunctions - sentence types - adjectives - expanded noun phrases - possessive apostrophes	- adjectives - punctuations - commas in a list - expanded noun phrases - adverbs	- conjunctions - adjectives - adverbs - contractions - questions - exclamations	- possessive apostrophes - conjunctions - past and present tense
Writing Outcome	Children to write a travel guide of different landmarks around Grove.	Children to write an information leaflet to display in the library next to books about wolves.	Children to write an advert for their invention.	Children to write a new adventure for Traction Man to go on.	Children to write an advertisement for a performance by the bear.	Children to write a biography for Malala Yusufzai.
English: Text 2	Hermelin by Mini Grey	The Lonely Christmas Tree by Chris Naylor- Ballesteros	The Building Boy by Ross Montgomery	The Day the Crayons Quit by Drew Daywalt	The Vanishing Lake by Paddy Donnelly	Grandad's Camper by Harry Woodgate
Audience and Purpose	To inform The school community	To entertain Year One children	To entertain Ross Montgomery (the author)	To inform Mrs Jenkins	To entertain KS1 children	To entertain KS1 children
Skills Taught (Exploring structure / Success criteria)	- question sentences - question marks - possessive apostrophes - capital letters for proper nouns - expanded noun phrases	- Coordinating conjunctions - Adverbs - Personification - Expanded noun phrases	- adjectives - expanded noun phrases - suffixes er & est	- adjectives - commas in a list - expanded noun phrases - sentence types - contractions	- expanded noun phrases - commas in a list - conjunctions - question types - present tense	- expanded noun phrases - past tense - questions
Writing Outcome	Children to write a 'Missing' poster for a classroom object	Children to write rewrite the poem as a story.	Children to write a detailed setting description.	Children to write a letter from another item of classroom stationery.	Children to write an alternative version of the story.	Children to write a sequel story.
English: Text 3	Little Red by Bethan Woolvin					
Audience and Purpose	To entertain KS1 children					
Skills Taught (Exploring structure / Success criteria)	- subordinating conjunction 'because' - expanded noun phrases - vocabulary choices					

Writing Outcome	Children to write a continuation of the story					
Grammar and sentence structure progression	- Nouns - Vowels and consonants - Demarcating sentences - Forming nouns using ‘-ness’ - Punctuating sentences <u>Ongoing:</u> Capital letters & full stops Editing	- Adjectives - Compound words - Adjectives with ‘-er’ and ‘-est’ - Subordination - Statements and exclamations <u>Ongoing:</u> Capital letters & full stops Editing	- Noun phrases - Homophones - Forming adjectives using ‘-ful’ and ‘-less’ - Questions and commands - Sentence writing <u>Ongoing:</u> Capital letters & full stops Editing	- Verbs - Singular and plural - Adverbs with ‘-ly’ - Commas in a list - Changing adjectives into adverbs <u>Ongoing:</u> Capital letters & full stops Editing	- Adverbs - Word classes - Coordination - Apostrophes for possession - Past and present tense <u>Ongoing:</u> Capital letters & full stops! Editing	- Recapping pronouns - Forming nouns using ‘-er’ - Progressive tense - Apostrophes for contraction - Uplevelling sentences <u>Ongoing:</u> Capital letters & full stops Editing
Whole Class Reading main text (class novel)	The Hodgeheg by Dick King-Smith The Naughtiest Unicorn by Pip Bird	How Winston Delivered Christmas by Alex T Smith	Rabbit and Bear by Julian Gough Marge in Charge by Isla Fisher	The Boy who Grew Dragons by Andy Shepherd	Adventuremice by Philip Reeve Einstein the Penguin by Iona Ranglely	George’s Marvellous Medicine Hotel Flamingo by Alex Milway
Guided Reading	Jim and the Beanstalk by Raymond Briggs Hansel and Gretel by Beth Woollvin Little Red by Lynn Roberts & David Roberts	Woolf by Alex Latimer and Patrick Latimer The Smartest Giant in Town by Julia Donaldson	The Street Beneath my Feet by Charlotte Guillian The Ride-by-Nights by Walter de la Mare	Grandad’s Secret Giant by David Litchfield The Magic Finger by Roald Dahl	Flat Stanley by Jeff Brown The Owl Who was Afraid of the Dark by Jill Tomlinson or Cakes in Space by Phillip Reeve Ada Twist and the Perilous Pants by Andrea Beaty	There’s a Rang-tan in my Bedroom by James Sellick Ruby’s Worry by Tom Percival or Grimwood by Nadia Shireen Lost Species by Jess French
Spelling	• I know that the /n/ sound can be spelt ‘kn’ and, less often, ‘gn’ at the beginning of words. • I know that the /r/ sound can be spelt ‘wr’ at the beginning of words.	• I know that the /l/ sound can be spelt ‘-le’ at the end of words. • I know that the /l/ sound can also be spelt ‘-el’ at the end of words. • I know that the /l/ sound can be spelt ‘-	• I know how to add –ed, –er, and –est to a word ending in –y when there is a consonant before the y. • I know how to add –ing to a word ending in –y when there is a consonant before the y.	• I know that the /u/ sound can be spelt with ‘o’. • I know that the /ee/ sound can be spelt with ‘-ey’. • I know that the /o/ sound can be spelt with ‘a’ after ‘w’ and ‘qu’.	• I know how to use the suffixes –ment, –ness, and –ful to change the meaning of words. • I know how to use the suffixes –less and –ly to change the meaning of words. • I know that some words end in –tion	• I know how to read and spell homophones and near homophones such as: there, their, they’re, here, hear, see, sea, to, too, two, be, bee, quite, quiet, bare, bear, one, won, son, and sun.

	• I know that the /s/ sound can be spelt ‘c’ before e, i, and y. • I know that the /j/ sound at the end of words can be spelt with ‘-dge’ or ‘-ge’. • I know that the /j/ sound is often spelt with ‘g’ before e, i, and y. • I know that the /j/ sound is always spelt with ‘j’ before a, o, and u. • I know how to read and spell common exception words like door, floor, again, wild, children, and climb.	• il’ and ‘-al’ at the end of words. • I know that the /igh/ sound can be spelt ‘-y’ at the end of words. • I know how to add –ies to nouns and verbs that end in –y. • I know how to read and spell common exception words like find, mind, behind, old, cold, gold, hold, told, every, and everybody.	• I know how to add –ing, –ed, –er, –est, and –y to words ending in –e when there is a consonant before the e. • I know how to add –ing, –ed, –er, –est, and –y to one-syllable words that end in a single consonant after a single vowel. • I know that the /or/ sound can be spelt ‘a’ before ‘l’ or ‘ll’. • I know how to read and spell common exception words like fast, last, father, class, grass, pass, plant, path, bath, and people.	• I know that the stressed /er/ sound can be spelt with ‘or’ after ‘w’, and the /or/ sound can be spelt ‘ar’ after ‘w’. • I know that the /zh/ sound can be spelt with ‘s’. • I know how to read and spell common exception words like even, break, steak, great, move, prove, improve, sure, sugar, and eye.	and I can read and spell them. • I know how to use contractions and understand that an apostrophe shows where letters are missing. • I know how to use the possessive apostrophe to show that something belongs to someone. • I know how to read and spell common exception words like any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, and kind.	• I know how to read and spell homophones and near homophones such as: night, knight, blue, blew, hole, whole. • I know how to read and spell conjunctions such as: because, so, that, and or. • I know how to read and spell the names of the months of the year. • I know how to read and spell question words like who, why, what, how, which, where, and when.
Maths	Place value Knowledge and skills • I know how to read and write numbers from 1 to 100 in numerals and words. • I know how to count objects to 100 by making groups of 10. • I know how to recognise tens and ones in a number. • I know how to use a place value chart to show tens and ones. • I know how to partition numbers to 100 into tens and ones. • I know how to write numbers to 100 in words. • I know how to flexibly partition numbers to 100 in different ways. • I know how to write numbers to 100 in expanded form using addition (e.g. 45 = 40 + 5). • I know how to place multiples of 10 on a number line to 100.	Money Knowledge and skills • I know how to count money in pence using coins like 1p, 2p, 5p, 10p, and 20p. • I know how to count money in pounds using £1 and £2 coins, and £5, £10, £20, and £50 notes. • I know how to count mixed sets of pounds and pence and say the total as “£ and p”. • I know how to choose the correct notes and coins to make a given amount. • I know how to make the same amount using different combinations of coins and notes. • I know how to compare amounts of money using <, > and =, and words like “more” and “less”. • I know how to calculate with money by adding and subtracting pounds and pence. • I know that £1 is equal to 100p and can make £1 using different coins.			Fractions Knowledge and skills • I know how to identify parts and wholes in shapes, objects, and quantities. • I know the difference between equal and unequal parts. • I know how to recognise and find a half of shapes, lengths, sets of objects, and numbers. • I know how to recognise and find a quarter of shapes, lengths, sets of objects, and numbers. • I know how to recognise and find a third of shapes, lengths, sets of objects, and numbers. • I know how to find the whole when given a fraction of it. • I know what unit fractions are (fractions with a numerator of 1). • I know what non-unit fractions are (fractions with a numerator greater than 1). • I know that one half is equivalent to two quarters.	

	• I know how to place tens and ones on a number line to 100. • I know how to estimate the position of numbers on a number line. • I know how to compare quantities using objects and numbers. • I know how to use $<$, $>$ and $=$ symbols to compare numbers. • I know how to order objects and numbers from smallest to greatest and vice versa. • I know how to count in 2s, 5s and 10s forwards and backwards. • I know how to count in 3s and spot patterns in the number sequence. Addition and subtraction Knowledge and skills • I know my number bonds to 10 and can recall them fluently. • I know how to use fact families to show addition and subtraction bonds within 20. • I know how to use related facts to solve addition and subtraction problems up to 100. • I know my number bonds to 100 using multiples of 10. • I know how to add and subtract 1s from 2-digit numbers. • I know how to add by making 10 using number bonds. • I know how to add three 1-digit numbers efficiently. • I know how to add to the next multiple of 10. • I know how to add across a 10 by partitioning numbers. • I know how to subtract across a 10 by partitioning numbers. • I know how to subtract from a multiple of 10. • I know how to subtract a 1-digit number from a 2-digit number across a 10. • I know how to find 10 more and 10 less than a number.	• I know how to find change from £1 and other whole pound amounts. • I know how to solve two-step problems involving money, including finding totals and change. Multiplication and Division Knowledge and skills • I know how to recognise and make equal groups. • I know how to add equal groups using repeated addition. • I know how to use the multiplication symbol ($\times$) and write multiplication sentences. • I know how to use arrays to represent multiplication and understand that multiplication is commutative. • I know how to make equal groups by grouping and sharing. • I know how to use the 2 times-table to solve multiplication problems. • I know how to divide by 2 using grouping and sharing. • I know how to double and halve numbers and link this to multiplying and dividing by 2. • I know how to identify odd and even numbers. • I know how to use the 10 times-table to solve multiplication problems. • I know how to divide by 10 using grouping and sharing. • I know how to use the 5 times-table to solve multiplication problems. • I know how to divide by 5 using grouping and sharing. • I know how to spot patterns and connections between the 5 and 10 times-tables. Length and height Knowledge and skills • I know how to measure lengths and heights using a ruler in centimetres (cm). • I know how to measure longer objects using metre sticks or tape measures in metres (m).	• I know how to recognise and find three-quarters of shapes and numbers. • I know how to count in fractions (halves, thirds, quarters) up to one whole. Time Knowledge and skills • I know how to tell the time to the hour and half past the hour using an analogue clock. • I know how to tell the time at quarter past and quarter to the hour. • I know how to tell the time in 5-minute intervals past the hour. • I know how to tell the time in 5-minute intervals to the hour. • I know how to tell the time to 5 minutes, including using terms like quarter past, quarter to, and half past. • I know that there are 60 minutes in an hour and how to calculate durations using this fact. • I know how many minutes are in half, quarter, and three-quarters of an hour. • I know how to convert between minutes and hours (e.g. 85 minutes = 1 hour and 25 minutes). • I know that there are 24 hours in a day and that each time on a clock happens twice in a day. • I know that a new day starts at midnight and that noon is 12 o'clock in the middle of the day. Statistics Knowledge and skills • I know how to make tally charts and use gates to show groups of 5. • I know how to read and complete tables to show data. • I know how to create and interpret block diagrams where each block represents one item. • I know how to draw pictograms using one-to-one correspondence (1 symbol = 1 item). • I know how to interpret pictograms with a key showing 1 symbol = 1 item.
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	• I know how to add and subtract multiples of 10. • I know how to add two 2-digit numbers without crossing a 10. • I know how to add two 2-digit numbers when crossing a 10 and make exchanges. • I know how to subtract two 2-digit numbers without crossing a 10. • I know how to subtract two 2-digit numbers when crossing a 10 and make exchanges. • I know how to solve mixed addition and subtraction problems. • I know how to compare number sentences using $<$, $>$ and $=$. • I know how to find missing numbers in addition and subtraction problems. Shape Knowledge and skills • I know how to recognise and name 2-D and 3-D shapes. • I know how to count the sides on 2-D shapes. • I know how to count the vertices (corners) on 2-D shapes. • I know how to draw 2-D shapes accurately using sides and vertices. • I know what a vertical line of symmetry is and how to find it on a shape. • I know how to use a line of symmetry to complete a shape. • I know how to sort 2-D shapes by their properties, such as number of sides or symmetry. • I know how to count the faces on 3-D shapes. • I know how to count the edges on 3-D shapes. • I know how to count the vertices on 3-D shapes. • I know how to sort 3-D shapes by their properties, such as curved surfaces or number of vertices. • I know how to make and continue patterns using 2-D and 3-D shapes.	• I know that “cm” stands for centimetres and “m” stands for metres. • I know that a metre is longer than a centimetre. • I know how to compare lengths and heights using words like longer, shorter, taller and using symbols like $<$, $>$ and $=$. • I know how to order lengths and heights from shortest to longest or tallest to shortest. • I know how to solve problems using addition, subtraction, multiplication and division with lengths and heights. • I know how to use the same units when calculating with lengths and heights. Mass, capacity and temperature Knowledge and skills • I know how to compare the mass of objects using the words heavier and lighter, and the symbols $<$, $>$ and $=$. • I know how to measure mass in grams (g) using different types of scales. • I know how to measure mass in kilograms (kg) and understand that kilograms are used for heavier objects. • I know how to solve problems involving addition, subtraction, multiplication and division with mass. • I know how to compare volume and capacity using words like full, empty, more, less, and the symbols $<$, $>$ and $=$. • I know how to measure volume in millilitres (ml) using measuring jugs and beakers. • I know how to measure volume in litres (l) and understand that litres are used for larger amounts of liquid. • I know how to solve problems involving the four operations with volume and capacity. • I know how to read thermometers and measure temperature in degrees Celsius ($^{\circ}\text{C}$). • I know how to describe and compare temperatures using words like hot, warm, cold, and cool.	• I know how to draw pictograms using keys where 1 symbol represents 2, 5 or 10 items. • I know how to interpret pictograms with keys showing 1 symbol = 2, 5 or 10 items, including part symbols. • I know how to compare data using tally charts, tables, block diagrams and pictograms. • I know how to answer questions about the most, least, total and difference in data. Position and direction Knowledge and skills • I know how to describe the position of objects using words like left, right, above, below, and between. • I know how to describe movement using directions such as up, down, left, right, forwards, and backwards. • I know how to describe turns using quarter, half, three-quarter, and full turns. • I know the difference between clockwise and anticlockwise turns. • I know how to describe movement and turns together to give instructions. • I know how to follow and give directions using position, movement, and turns. • I know how to create and describe shape patterns that include turns.
Science	Animals’ needs for survival	Plants (light and dark)	Plants (bulbs and seeds)

White Rose	Knowledge • I know that all animals need air, water, food and shelter to stay alive. • I know that mammals have fur or hair on their bodies. • I know that birds have feathers, wings and a beak. • I know that fish live in water and use gills to breathe. • I know that amphibians can live on land and in water. • I know that some amphibians have webbed feet to help them swim. • I know that reptiles have dry, scaly skin. • I know that humans are mammals. • I know that different animals may need different types of food to survive. Skills • I can identify mammals, birds, fish, amphibians and reptiles. • I can sort animals into groups. • I can ask simple questions about animals and their needs. • I can use my observations to help answer questions. • I can gather and record information about animals. Humans Knowledge • I know that exercise helps to keep my body healthy. • I know that my heart beats faster when I exercise. • I know that different foods help my body in different ways. • I know that eating the right amount of different foods helps me stay healthy. • I know that good hygiene helps to keep me healthy.	Knowledge • I know that plants are living things. • I know that there are many kinds of plants. • I know that plants have different parts, including roots, stems, leaves and flowers. • I know that trees have roots, a trunk, branches and leaves. • I know that plants need water, light and a suitable temperature to grow and stay healthy. • I know that seeds can grow into new plants. • I know that plants can become weak and unhealthy if they do not have enough light or water. • I know that different conditions can affect how well plants grow. Skills • I can identify and name different plants. • I can identify the different parts of a plant. • I can ask simple questions about how plants grow. • I can make a prediction about what might happen in an investigation. • I can help plan a fair test to find out what plants need to grow. • I can observe plants carefully over time. • I can measure and record changes in plant growth. • I can use my observations to answer scientific questions. Living things and their habitats Knowledge • I know that a habitat is a place where plants and animals live. • I know that different habitats provide living things with what they need to survive. • I know that there are different types of habitats, including woodlands, oceans, deserts and polar regions.	Knowledge • I know that a seeds and bulbs can grow into new plants. • I know that seeds and bulbs grow into mature plants. • I know that seeds and bulbs are different. • I know that bulbs store food for a new plant to grow. • I know that plants change as they grow. • I know that roots help to anchor a plant and shoots grow above the ground. Skills • I can identify whether something is a bulb or a seed. • I can observe seeds and bulbs closely using simple equipment. • I can make a prediction about how a plant will grow. • I can help plan an investigation to find out how temperature affects plant growth. • I can use equipment, including a thermometer and ruler, to take measurements. • I can observe and record changes in plants over time. • I can use my observations and results to answer a scientific question. Growing up Knowledge • I know that animals, including humans, have offspring. • I know that offspring are the young of an animal. • I know that offspring grow into adults. • I know that different animals, including humans, have different life cycles. • I know that some animals hatch from eggs and some are born alive.
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	• I know that washing my hands can stop germs from spreading. <i>(This supports the hygiene learning in the unit.)</i> • I know that I need to brush my teeth every day. • I know that looking after my teeth helps to keep them healthy. Skills • I can identify foods that are part of a healthy diet. • I can ask questions about keeping healthy. • I can make observations and use them to answer questions. • I can sort and compare foods and healthy habits. Material Knowledge • I know that objects can be made from different materials. • I know that some materials are natural and some are human-made. • I know that wood, metal, plastic, glass, rock, brick, paper, cardboard and fabric are different materials. • I know that the same object can be made from different materials. • I know that different materials are suitable for different jobs. • I know that some materials can be recycled and reused. • I know that some materials can bend, squash, twist or stretch. • I know that some materials are waterproof and some are not. • I know that different materials have different properties. Skills • I can identify a range of everyday materials. • I can sort materials into groups in different ways.	• I know that a microhabitat is a very small habitat where living things can live. • I know that animals and plants are living things. • I know that some things are dead because they used to be alive. • I know that some things have never been alive. • I know that living things depend on each other to survive. • I know that animals get their food from plants or other animals. • I know that a food chain shows how living things get their food. Skills • I can identify different habitats. • I can identify a microhabitat and the living things that live there. • I can sort things into living, dead and never alive groups. • I can explain how a habitat helps plants and animals survive. • I can use books, pictures and other sources to find out about habitats. • I can create and explain a simple food chain. • I can use what I have learned to answer questions about living things and their habitats.	• I know that frogs and butterflies change as they grow. • I know that a butterfly goes through different stages in its life cycle. • I know that mammals, amphibians and insects have similarities and differences in their life cycles. Skills • I can identify an animal and its offspring. • I can describe the stages of a human life cycle. • I can describe the life cycle of different animals. • I can order the stages of a life cycle correctly. • I can observe changes in a butterfly as it grows. • I can record my observations in a butterfly diary.
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	• I can compare materials and talk about their properties. • I can explain why a material is suitable for a particular use. • I can identify whether a material is natural or human-made. • I can test materials to see if they bend, squash, twist or stretch. • I can plan and carry out a simple investigation. • I can test materials to find out if they are waterproof. • I can record and compare my results. • I can use my results to decide which material is best for a job.			
Science	Living things and their habitats Knowledge • I know how to identify things that are living, dead and never lived. • I know how a specific habitat provides for the basic needs of things living there (plants and animals) • I know and name plants and animals in a range of habitats. • I know living things that live in a habitat. • I know how animals find their food. • I know some different sources of food for animals. • I know the different parts of a simple food chain Skills • I can ask questions and find different ways to answer them. • I can look carefully at things using simple tools. • I can use what I see and think to help answer questions. • I can collect and write down information to help me learn.	Materials and their uses Knowledge • I know a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • I know why a material might or might not be used for a specific job. • I know how shapes can be changed by squashing, bending, twisting and stretching Skills • I can ask questions and find different ways to answer them. • I can ask questions and find different ways to answer them.	Animals including humans. Knowledge • I know the basic stages in a life cycle for animals, including humans. • I know that animals grow and reproduce. • I know what animals and humans need to survive. • I know why exercise, a balanced diet and good hygiene are important for humans Skills • I can ask questions and find different ways to answer them. • I can use what I see and think to help answer questions.	Plants Knowledge • I know seeds and bulbs grow into plants. • I know what plants need to grow and stay healthy (water, light and suitable temperature) • I know how plants grow and reproduce. • I know how plants grow in different conditions by making measurements. Skills • I can ask questions and find different ways to answer them. • I can look carefully at things using simple tools. • I can carry out simple tests to find things out. • I can use what I see and think to help answer questions. • I can collect and write down information to help me learn.

			• I can look carefully at things using simple tools. • I can carry out simple tests to find things out. • I can sort and group things to help me understand them.	• I can collect and write down information to help me learn.		
Computing	IT around us Knowledge • I know what information technology (IT) is. • I know that computers are part of IT. • I know where IT is used in school and in the world around me. • I know that IT can help people in different places like shops, hospitals, and libraries. • I know that IT can make jobs easier and faster. • I know that there are rules to help us use IT safely. • I know that I need to make good choices when using IT. Skills • I can spot examples of IT at school and in other places.	Digital Photography Knowledge • I know that different devices can be used to take photographs. • I know that photos can be taken in portrait or landscape format. • I know what makes a good photograph, like clear focus and good lighting. • I know that light and focus can change how a photo looks. • I know that photos can be edited to look different. • I know that not all photos I see are real – some have been changed. Skills • I can use a digital device to take a photograph. • I can choose between portrait and landscape when taking a photo.	An introduction to quizzes Knowledge • I know that a program needs a clear starting point. • I know that a sequence of instructions has an outcome. • I know that changing the order of instructions can change what happens. • I know that I can use blocks of code to make a quiz. • I know that I can design and improve my own program. • I know that I can fix mistakes in my program (this is called debugging) Skills • I can follow and give instructions in the right order. • I can predict what a program will do.	Robot Algorithms Knowledge • I know that instructions need to be clear and in the right order. • I know that changing the order of instructions can change what happens. • I know that I can use logical thinking to predict what a robot will do. • I know that programming includes designing and testing. • I know that an algorithm is a set of instructions to solve a problem. • I know that I can fix mistakes in my program (this is called debugging). Skills • I can follow and give clear instructions.	Making Music Knowledge • I know that music can make us feel different emotions. • I know that music can have patterns and rhythms. • I know that music can be used to tell stories or show ideas. • I know that music is made up of notes and can be played at different speeds (tempo). • I know that I can use a computer to make music. • I know that music can be changed and improved. • I know that not all music or sounds I hear are made in the same way. Skills • I can listen to music and say how it makes me feel.	Pictograms Knowledge • I know what data means and how we can collect it. • I know that we can use tally charts, pictograms, and block diagrams to show data. • I know that an attribute is something that helps us group and sort things. • I know that people can be described using attributes like hair colour or favourite food. • I know that it's not always safe to share personal information. • I know that I can say "no" if someone asks me to share something that makes me feel uncomfortable. Skills

	• I can say what different types of IT are used for. • I can sort IT by where it is found or what it does. • I can explain how IT helps people. • I can follow rules to stay safe when using IT. • I can use IT in different ways for different activities. • I can make choices about how I use IT and explain why.	• I can spot what’s wrong with a photo and retake it to make it better. • I can experiment with light and focus to improve my photos. • I can use tools to change how a photo looks. • I can tell which photos have been changed and which are real. • I can use my photography skills to take a great photo.	• I can use ScratchJr to make a program. • I can choose characters, backgrounds, and blocks to make a quiz. • I can design my own quiz and turn it into a program. • I can check my work and make it better. • I can find and fix mistakes in my program.	• I can create different sequences using the same instructions. • I can predict what a robot will do by looking at its program. • I can design and test a mat for a robot to move on. • I can plan and write an algorithm to move a robot. • I can break a big task into smaller parts and write instructions for each part. • I can find and fix mistakes in my program.	• I can make rhythm patterns and play them. • I can use a computer to change sounds and create music. • I can choose sounds and patterns to match an idea, like an animal. • I can use notes and tempo to make a musical pattern. • I can review and improve my music. • I can explain what I changed and why.	• I can make a tally chart to count and compare things. • I can use a computer to make a pictogram. • I can use a tally chart to help me make a pictogram. • I can group objects by their attributes and show this in a pictogram. • I can collect data about people and show it in a pictogram. • I can use a computer to make a block diagram. • I can answer questions about data using words like “more than”, “less than”, “most” and “least”. • I can explain why some information should not be shared.
Geography	Term 2: The UK – what kind of place is it?		Term 4: Cold and hot places		Term 6: What is it like to live in Tanzania?	
Oak Academy	Knowledge • I know that the UK is in Europe and is surrounded by seas. • I know that the UK is made up of four countries, each with its own capital city. • I know that Scotland has geographical features that include mountains, lochs and islands. • I know that England has geographical features that include mountains, lakes and coastlines. • I know that Wales is known for its mountains, coastlines and natural landscapes.		Knowledge • I know that the North Pole is in the Arctic and the South Pole is in Antarctica. • I know that the Arctic and Antarctica are very cold places, but Antarctica is colder than the Arctic. • I know that the weather and climate at the North and South Poles are different because of where they are on Earth. • I know that animals living in cold places have special features that help them survive. • I know that some people live in the Arctic and adapt to the cold environment.		Knowledge • I know that Tanzania is a country in Africa. • I know that the UK and Tanzania are in different parts of the world and can be located on a map and globe. • I know that climate affects the environment and the way people live. • I know that places have physical features, such as mountains, rivers and vegetation, and human features, such as roads, buildings and farms. • I know that people in Tanzania work in different jobs, including farming.	

	- I know that Northern Ireland has geographical features that include hills, lakes and coastlines. Skills - I can locate the UK on a globe and a world map. - I can use maps and atlases to find places in the UK. - I can use map symbols and keys to help me understand maps. - I can locate seas around the UK. - I can identify physical and human features. - I can use photographs, maps and satellite images to find out about places. - I can use geographical vocabulary to describe places and features.	I know that the hottest places on Earth are found near the Equator. - I know that tropical rainforests are hot and wet, while hot deserts are hot and dry. - I know that people need different clothes, equipment and homes to live safely in very hot or very cold places. Skills - I can use a globe and maps to locate the North Pole, the South Pole and the Equator. - I can identify where hot and cold places are found around the world. - I can use atlases, maps and globes to find different environments. - I can identify physical features of polar regions, rainforests and deserts. - I can use photographs and other geographical sources to find out about places. - I can use geographical vocabulary such as <i>climate</i>, <i>temperature</i>, <i>Equator</i>, <i>Arctic</i> and <i>Antarctica</i> when describing places.	I know that daily life in Tanzania may be different from my own life, but there are also similarities. Skills - I can locate Tanzania and the UK on a map and globe. - I can use maps, photographs and satellite images to find out about places. - I can identify physical and human features in different places. - I can ask geographical questions about places and the people who live there. - I can use geographical vocabulary to describe locations, features and environments.
History	Term 1: Great Fire of London Knowledge - I know the difference between past and present London. - I know how people live now is different to how people lived in 1666. I know order events of the Great Fire of London. - I know how we know about the Great Fire of London. I know how London changed after the Great Fire. - I know how to describe London before, during and after the Great Fire. Skills - Historical comparison: I can identify changes in buildings, transport and daily life. - Cause and effect: I can explain why London changed.	Term 3: Trains Knowledge I know about George Stephenson. - I know what a steam engine is and the impact that it had. I know about Isambard Kingdom Brunel. I know about past, present and future trains. - I know about the Grove train station. Skills - Historical significance: I can say why George Stephenson and Isambard Kingdom Brunel are remembered today. - Cause and effect: I can say why inventions changed lives. - Chronological sequencing: I can order trains from oldest to newest	Term 5: World Changers Knowledge I know about the suffragette movement and the impact it had. - I know about Emily Davison and her impact on women's rights - I know about Emmeline Pankhurst and her impact on women's rights. I know who Rosa Parks was and her importance in the civil rights movement. - I know about the similarities and differences between the lives of Emily Davison, Emmeline Pankhurst and Rosa Parks. Skills - Historical significance: I can say why the suffragette movement mattered.

	- Chronological sequencing: I can place events in the correct order. - Evaluating reliability: I can say why some sources are more useful than others.		Using sources: I can look at pictures, maps and stories about the local area in the past.	- Using sources: I can look at pictures, newspaper articles and accounts of people's actions. - Interpretation: I can say how people's methods were different. - Cause and effect: I can say how the different protests changed people's lives.		
RE Oak Academy and ODBE	Religion: Christianity Concept: Gospel Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Knowledge: - I know that Jesus told stories to help people learn about kindness. - I know that Christians believe Jesus wants them to be kind to everyone. - I know that being kind can be tricky, but it's still important. - I know that I can try to be kind even when it's hard. Skills - I can investigate different religions and their beliefs. - I can explain how religion affects how people behave. - I can understand that everybody has different beliefs.	Religion: Christianity Concept: Incarnation Theme: Christmas – Jesus as a gift from God. Key Question: Why do Christians believe God gave Jesus to the world? Knowledge: - I know that Christians believe Jesus was a special gift from God. - I know that Jesus came to teach people how to love and help others. - I know that Christmas is a time when Christians celebrate Jesus' birth. - I know that showing love can help make the world a better place. Skills - I can investigate different religions and their beliefs. - I can explain how religion affects how people behave. - I can understand that everybody has different beliefs.	Religion: Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Knowledge: - I know that Jewish people celebrate Passover to remember God helping them. - I know that they follow special rules to show respect to God. - I know that the Seder meal is part of their celebration. - I know that doing what God asks is very important to Jewish people. Skills - I can investigate different religions and their beliefs. - I can explain how religion affects how people behave. - I can understand that everybody has different beliefs.	Religion: Christianity Concept: Salvation Theme: Easter - Resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Knowledge: - I know that Christians believe Jesus came back to life on Easter Sunday. - I know that this makes Christians feel hopeful about life after death. - I know that Easter eggs remind Christians of new life. - I know that Jesus' resurrection is a very special part of the Easter story. Skills - I can investigate different religions and their beliefs. - I can explain how religion affects how people behave. - I can understand that everybody has different beliefs.	Religion: Judaism Theme: The Covenant Key Question: How special is the relationship Jews have with God? Knowledge: - I know that Jewish people believe they have a special promise with God. - I know that Abraham and Moses are important in this promise. - I know that Jewish people follow rules like the Ten Commandments. - I know that touching a mezuzah reminds them of their promise to God. Skills - I can investigate different religions and their beliefs. - I can explain how religion affects how people behave. I can understand that everybody has different beliefs.	Religion: Judaism Theme: Rites of passage and good works. Key Question: What is the best way for a Jew to show commitment to God? Knowledge: - I know that Jewish people show commitment by doing good deeds. - I know that special ceremonies like Bar Mitzvah show growing up in faith. - I know that planting trees and helping others are ways to show care. - I know that there are many ways Jewish people can show love for God. Skills - I can investigate different religions and their beliefs. - I can explain how religion affects how people behave. - I can understand that everybody has different beliefs.

PSHCE	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
SCARF	Knowledge - I know that rules help keep us safe and happy, and different places need different rules. - I know that words and actions can hurt people's bodies and feelings, even online. - I know that people feel sad or upset when someone is unkind or bullies them. - I know that being mean, teasing, calling names or leaving people out is wrong, and I should tell a trusted adult if I see or experience bullying. Skills - I can recognise and name my feelings. - I can talk about my feelings and listen to others. - I can show friendly behaviours. - I can resolve small disagreements.	Knowledge - I know that everyone is good at different things. - I know that different people help us in different ways. - I know that families can look different from mine, and that's okay. - I know that I belong to different groups, like my class or my family. - I know how to spot when someone feels lonely and how to help them. - I know what to do if I feel worried or unsafe, and I should keep asking for help until someone listens. - I know how to be kind and how being unkind can make others feel sad. - I know how to treat myself and others with respect by being polite and friendly. Skills - I can celebrate differences. - I can be kind to others who are different from me.	Knowledge - I know that everyone is good at different things. - I know how to stay safe at home, especially around things like plugs and fires. - I know that some people have jobs to help keep us safe, like firefighters and police officers. - I know that things like cleaning products and medicine can be dangerous if not used properly. - I know I should tell a grown-up if something at home makes me feel sad or worried. - I know that people online might not always be who they say they are. - I know when I should ask for permission and when others should ask me. - I know I should never keep secrets from adults if they make me feel uncomfortable. Skills	Knowledge - I know how to make friends and what makes a good friend. - I know that rules help keep us safe and happy, and different places need different rules. - I know that some people have jobs to help keep us safe. - I know what to do if someone gets hurt in an accident. - I know how to help take care of the world around me. - I know what money is and that it comes in different forms. - I know that people choose different ways to save and spend money. - I know that money should be looked after and there are different ways to do this. - I know how to stay safe online and keep my personal information private. I should tell a trusted adult if something online scares me. - I know that some things are private and	Knowledge - I know how to look after my teeth and why it's important to visit the dentist. - I know the names of important parts inside my body like my heart, lungs, brain and stomach. Skills - I can set goals and work towards them. - I can keep trying even when things are difficult. - I can make healthy choices and explain why they are good for me.	Knowledge - I know that good friendships make people feel welcome and happy, not lonely or left out. - I know that change and loss (like someone dying) can make us feel lots of different emotions. - I know that people grow and change as they get older, and their needs change too. - I know what first aid means and how to help with small injuries. Skills - I can talk about changes and ask questions. - I can understand the PANTS rule. - I can talk to a trusted adult if I feel uncomfortable.

		I can tell someone if I or someone else is being bullied.	- I can make safe choices. - I can ask for help when I feel unsure. - I can follow safety rules about medicines and substances.	I should respect other people’s privacy. I know that the parts of my body covered by underwear are private. - I know that people online might not always be who they say they are. Skills - I can take responsibility for my actions. - I can help others. - I can make choices about spending and saving money.		
Art and Design Access Art	Term 1 Drawings and Sketchbooks: Explore and Draw Artist study – Alice Fox Knowledge - I know I can use different materials, or even mix them together, to show what I see. - I know I can hold my pencils, crayons or pens in different ways and press lightly or hard, go fast or slow, to make different lines. - I know I can make my own sketchbook or make special spaces and places in one I already have. - I know my sketchbook will look different from everyone else’s, and that makes it special. Skills - I can explore my local area and collect natural objects. - I can sort and arrange them in different ways to show what makes them special. - I can use drawing exercises to help me look closely at objects and make marks using graphite, soft pencils, and pens.	Term 3 Surface and Colour: Expressive Painting Artist study – Marela Zacarlas and Charlie French Knowledge - I know that some artists use big, bold brushstrokes to show feelings in their paintings, even if the picture doesn’t look like something real. - I know that the type of paint I use, and how I use it, can change the way my marks look. - I know that I can mix red, blue, and yellow (primary colours) to make new colours like green, orange, and purple (secondary colours). - I know that a still life is a picture of objects that don’t move, like fruit, flowers, or toys, arranged in a special way. - I know my sketchbook will look different from everyone else’s, and that makes it special. Skills - I can mix colours and make bold marks using different tools—even ones I’ve made myself—to explore how paint and materials work.	Term 5: Working in 3 Dimensions: Stick Transformation Project Artist study – Chris Kenny Knowledge - I know that when I build a sculpture together by adding different materials together it is called ‘construction’. - I know my sketchbook will look different from everyone else’s, and that makes it special. Skills - I can build and make things by exploring and playing with materials, even if I don’t have a set plan. - I can use my imagination to turn everyday objects into sculptures. - I can cut, tie, and stick things together and think about their shape, texture, colour, and how they stand or balance. Use sketchbooks to:			

	• I can take my time and focus while I draw. • I can make a final drawing using wax resist using all the skills I have learnt. Use sketchbooks to: • I can try out different art materials to see what they can do. • I can draw small objects carefully and slowly, using different kinds of marks. • I can make notes and drawings about artists we have learned about.	• I can try out colour mixing and see what new colours I can make. • I can arrange objects in a way I like and use them to inspire an abstract painting with expressive marks and colours. Use sketchbooks to: • I can try applying paint with different tools. • I can experiment with colour mixing.	• I can use my sketchbook to generate and test ideas.
Design and Technology Project on a Page	Term 2: Mechanisms: wheels and axles Knowledge • I know how to make my models strong, stiff and stable. • I know the special words to use when talking about my project. • I know how to use wheels, axles and axle holders in my designs. • I know the difference between axles that stay still and ones that move. • I know the right words to describe what I'm making and how it works. Skills Generating Ideas – Designing • I can think of ideas for what to make, using my own experiences. • I can talk about my ideas and show them using drawings or models. Making • I can plan what to do next when I'm making something. • I can choose the right tools and explain why I picked them. • I can pick the materials I need to build my product. • I can decorate my work using simple finishing techniques. Evaluating	Term 4: Creating pizzas Knowledge • I know where different fruits and vegetables come from, like farms or gardens. • I know how to make healthy meals using fruit and vegetables. • I know that fruit and vegetables are part of a healthy diet, like on the Eatwell plate. • I know the right words to describe how food looks, tastes and feels. Skills Generating Ideas – Designing • I can think of ideas for what to make, using things I know and like. • I can talk about my ideas and show them with drawings or models. Making • I can plan what to do next when I'm making something. • I can choose and use the right tools and explain why I picked them. • I can choose the materials I need to build my product. • I can decorate my work using simple finishing techniques. Evaluating • I can look at other products and say what I like or don't like about them.	Term 6: Templates and joining: textiles (hand puppets) Knowledge • I know how to use a template to make two shapes that are the same. • I know how to join fabric using stitches, glue, or staples. • I know how to decorate my fabric using different techniques. • I know the right words to describe what I'm making and how I'm making it. Skills Generating Ideas – Designing • I can think of ideas for what I could make, using things I know and like. • I can talk about my ideas and show them with drawings or models. Making • I can plan what to do next when I'm making something. • I can choose and use the right tools and explain why I picked them. • I can choose the materials I need to build my product. • I can decorate my work using simple finishing techniques. Evaluating

	- I can look at other products and say what I like about them. - I can talk about how well my product works and if it meets my plan.		I can talk about how well my product works and if it does what I wanted it to do.		- I can look at other products and say what I like or don't like about them. - I can talk about how well my product works and if it does what I wanted it to do.	
Music Oak Academy	Term 1 and 2 Start with singing: learning through singing games Knowledge - I know that the pulse is the steady beat we can feel in music. - I know that music has a beat that helps us keep in time. - I know that rhythm is the pattern of sounds we hear in a song. - I know that beat and rhythm are different. - I know that pitch tells us whether a sound is high or low. - I know that songs can have high and low sounds. - I know that singing games help me learn about beat, rhythm and pitch. - I know that listening carefully helps me sing and play music with others. Skills - I can sing and move to a steady pulse. - I can find the beat in a song. - I can clap or sing simple rhythms. - I can tell the difference between beat and rhythm. - I can hear whether a sound is high or low. - I can sing high and low notes, matching a leader. - I can join in with singing games confidently. - I can perform with others while keeping the beat, rhythm and pitch.		Term 3 and 4 Singing together: how singing helps us work together Knowledge - I know that singing can help people work together and get jobs done. - I know that keeping a steady pulse helps everyone stay together. - I know that some songs were used by people working at sea. - I know that many sea songs use a call and response structure. - I know that in a call and response song, one person or group sings first and another answers. - I know that beat and rhythm are different in music. - I know that a strong beat can help people sing and work in time together. - I know that an ostinato is a rhythm pattern that repeats. Skills - I can use singing to help complete a task. - I can sing with a steady pulse. - I can work in time with others when I sing. - I can sing my part in a call and response song. - I can play a strong beat to help keep everyone together. - I can identify the beat or rhythm in a song. - I can play the beat or rhythm of a song. - I can create a simple rhythmic ostinato to help keep a group in time.		Term 5 and 6 Compose and create: recording our musical ideas using a graphic score Knowledge - I know that timbre is the way an instrument or sound is different from another. - I know that the materials an instrument is made from can affect its timbre. - I know that different sounds can be used to represent animals and characters. - I know that rhythm and timbre can work together to tell a story in music. - I know that a graphic score is a way of recording musical ideas using pictures and symbols. - I know that musicians can read graphic scores to help them perform music. - I know that music can be organised into sections, such as ABA form, where the first section returns at the end. - I know that composers can use symbols to share their musical ideas with others. Skills - I can describe the timbre of different instruments. - I can choose sounds and instruments to represent an animal. - I can respond to music through movement. - I can read and play from a simple graphic score. - I can rehearse and perform a rhythm. - I can choose an instrument because of its timbre. - I can use symbols to record my musical ideas on a graphic score. - I can play my part in an ABA composition as part of a group performance.	
PE Complete PE	Locomotion: Dodging Knowledge	Ball Skills: Hands 1 Knowledge	Ball Skills: Feet Knowledge	Ball Skills: Hands 2 Knowledge	Locomotion: Jumping Knowledge	Attack and Defence: Games for Understanding

• I know what dodging is and why it's useful in games. • I know how to improve my dodging technique. • I know when and where to dodge in a game. • I know how dodging helps when working with others in a game. • I know how, where and why to dodge in different game situations. • I know how dodging can help me in a competition. Skills • I can explore and try different ways to dodge. • I can use dodging in games to avoid others or get past them. • I can dodge while playing as part of a team. Gymnastics: Linking Knowledge • I know what 'champion gymnastics' means and how to link different movements. • I know how to use apparatus to link	• I know how to dribble to keep control of the ball. • I know how passing and receiving help keep possession. • I know how to combine dribbling, passing and receiving to keep the ball. • I know how dribbling can help me score a point. • I know how passing and receiving can help me score a point. • I know how combining dribbling, passing and receiving helps me keep possession and score Skills • I can dribble the ball to stay in control and keep possession. • I can pass and receive the ball to help my team keep possession. • I can use dribbling, passing and receiving together in a game. • I can dribble the ball to score a point. • I can pass and receive the ball to help score a point. • I can combine dribbling, passing and receiving to keep	• I know dribbling means using my feet to move and control the ball. • I know passing sends the ball to a teammate and receiving stops it. • I know I can use dribbling, passing, and receiving together in games. • I know I can score by moving the ball into a target area. • I know using different skills helps my team keep the ball and score. • I know teamwork helps us keep possession and score points. Skills • I can dribble the ball while keeping it close to me. • I can pass and receive the ball using my feet. • I can choose when to dribble or pass the ball. • I can dribble the ball towards a target to score. • I can use dribbling and passing to help my team score. • I can work with others to keep the	• I know that watching the ball carefully helps me control it. • I know that different activities need different types of throws and rolls. • I know that accuracy means sending a ball where I want it to go. • I know that control helps me keep the ball close to me when moving. • I know how to work cooperatively with a partner or small group during ball activities. • I know that throwing, catching and bouncing are important skills used in many sports and games. Skills • I can track a moving ball with my eyes. • I can roll a ball towards a target with increasing accuracy. • I can stop and control a rolling ball. • I can throw a ball underarm and overarm towards a target. • I can catch a ball using two hands. • I can throw and catch with a partner.	• I know that bending my knees helps me take off and land safely when I jump. • I know that swinging my arms can help me jump higher and further. • I know that a controlled landing means landing softly and keeping my balance. • I know that looking forwards helps me stay balanced when I jump. • I know that different jumps can be used for different activities and challenges. Skills • I can jump with two feet and land safely. • I can jump for height using the correct technique. • I can jump for distance by pushing off strongly with my legs. • I can hop, leap and jump in different ways. • I can link jumps together with control and balance. • I can land in a balanced position and stay in control of my body.	Knowledge • I know that games have rules which help everyone play fairly. • I know that finding space can help my team keep possession of the ball. • I know that attacking means trying to score or help my team score. • I know that defending means trying to stop the other team from scoring. • I know that teamwork helps a group play more successfully. Skills • I can move into space to help my team. • I can pass and receive a ball with increasing control. • I can dodge an opponent to find space and receive a pass. • I can aim for and protect a target during a game. • I can work with a partner or team to achieve a goal. • I can follow the rules and play fairly in competitive games.
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	movements in gymnastics. - I know different ways to perform a sequence using jumps, rolls, and balances. - I know how to improve my sequence using apparatus with jumps, rolls, and balances. - I know how to create my own gymnastics sequence. - I know how to perform a complete gymnastics sequence. Skills - I can explore and link different movements together. - I can develop and link movements using apparatus. - I can develop my sequence on apparatus using jumps, rolls, and balances. - I can perform my finished gymnastics sequence.	possession and score in a game. I can dribble the ball to stay in control and keep possession.	ball and score in a game. Dance: Mr Candy's Sweet Factory Knowledge - I know I can use different movements to show ideas and expression. - I know movement can be inspired by things like sweets. - I know a motif is a short sequence of movements that shows a character or idea. - I know I can tell a story through my movements, using expression and changes in speed. - I know working with a partner can help us create movements in character. - I know I can use the texture, taste and appearance of sweets to inspire my movements. Skills - I can respond to a stimulus using controlled and expressive movements. - I can create different movements based on an idea (like sweets).	- I can bounce a ball and dribble a ball with control. - I can take part in games and challenges using my ball skills. Gymnastics: Pathways Knowledge - I know that a pathway is the route or track I follow when I move. - I know that pathways can be straight, curved or zig-zag. - I know that changing direction can help me move safely around a space. - I know that balancing helps me stay in control of my body. - I know that different movements can be linked together to make a sequence. - I know that moving at different speeds can make a sequence more interesting. - I know how to use equipment and space safely in PE. Skills - I can move forwards, backwards and sideways along a pathway using control.	Dance: May Day Fair Dancing (Circassian Circle) Knowledge - I know that country dancing is a traditional dance that people have enjoyed for many years. - I know that dancing in time to the music helps the dance look neat and coordinated. - I know that country dances often use repeating patterns and movements. - I know that working with a partner or group helps everyone perform the dance successfully. Skills - I can move in time to the music. - I can remember and perform a sequence of dance steps. - I can change direction and travel safely around the dance space. - I can work with a partner or group to perform a country dance confidently.	Ball Skills: Rackets, Bats and Balls Knowledge - I know that holding a racket or bat correctly helps me control the ball. - I know that accuracy means sending the ball where I want it to go. - I know that power is how hard or softly I hit the ball. - I know that looking at a target helps me hit the ball more accurately. Skills - I can hold a racket or bat correctly. - I can strike a stationary ball with control. - I can hit a moving ball with increasing accuracy. - I can aim a ball towards a target or into a space. - I can change the power of my shot depending on the task. - I can take part in simple bat and ball games using basic tactics and teamwork.
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			• I can create a short movement sequence (motif) with expression and emotion. • I can perform movements that tell a story using different dynamics. • I can create and perform movements in character with a partner. • I can create movement combinations to represent how sweets look, feel and taste.	• I can change direction smoothly while moving. • I can balance in different shapes and positions. • I can link different movements together to create a sequence. • I can remember and repeat a movement sequence. • I can move with control at different speeds and levels. • I can travel around, over, under and through equipment safely. • I can perform my sequence confidently for others.		
Enrichment	• Bassistry Music workshop • Harvest Festival church service • Visit from Fire Engine • Black history month • Burning of Tudor Houses (GFoL) • Rock Kidz • History box loan	• Computing workshop • Christmas production • Children in Need • Christingle • Christmas Jumper Day • Christmas church service	• E-safety workshop • STEAM Museum, Swindon or Didcot Railway	• Prayer Space • World Book Day • Red Nose Day • Easter Service	• May Fayre Dancing • Rubicon Skating Workshops	• Spelling Bee • Family Picnic • Transition Days • End of Year church service