

Thematic Curriculum Overview 2022-23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Value 2022/23/24	Generosity	Respect	Acceptance	Perseverance	Empathy	Selflessness
KS1 2022/23	Superheroes!		Adventures and Explorers		The Seaside	
	<p>Understanding the lives of significant people and how they have impacted on our life today.</p> <p>Identify some basic information about Victorian Britain to set the context of what the world was like during the Crimean war.</p> <p>Identify where Crimea is on the map – discuss the continent it is in. Identify where it is in comparison to the UK. Introduce the idea that in 1854-1856 there was a war in Crimea – identify who may be needed to help people during a war.</p> <p>Introduce Mary Seacole – who was she? What did she do?</p> <p>Introduce Florence Nightingale – Who was she? What did she do?</p> <p>What did Florence Nightingale and Mary Seacole do to improve medical care</p> <p>Modern day superhero – linked to children’s interest, choose someone who has changed to the world in the modern day.</p> <p>Final outcome – children to create a superhero of the future predicting what someone in the future would do</p>		<p>What is an adventurer or explorer? Identify the types of places people could explore or discover.</p> <p>What was life like in the 1910s? Explore technology and transport in 1910s.</p> <p>Explore who Scott and his team were and what they did. Use a range of sources to gather information.</p> <p>What was life like in the 1960s? Explore technology and transport in 1960s.</p> <p>Explore Neil Armstrong’s moon landing using a range of primary and secondary sources.</p> <p>Children to reflect on why these 2 explorations were impressive at their times based around the knowledge of the world at that time. Look at how technology has changed and how this influenced the explorations.</p> <p>Explore lesser-known adventurers and explorers</p>		<p>Identifying what the seaside is. Identify different ‘seasides’ – cliffs, beaches. What do different beaches look like?</p> <p>Identify oceans and seas around the UK.</p> <p>Do seaside look the same around the world? Show a selection of seaside. Children to compare 2 seaside.</p> <p>Why people go on holiday to the beach? What do people do at the seaside now. What did people do at the seaside in the Victorian era?</p> <p>Identifying similarity and different between past seaside holidays and present seaside holidays using venn diagram.</p> <p>Look at the middle section of venn diagram to make predictions for future seaside holidays.</p> <p>Focus in on the piers within the middle section. What is the purpose of a pier? Look at Weston Pier now and in the past. Look at Clevedon pier. Why do they look different?</p>	
BIG QUESTIONS	What does it take to be a superhero?		What is it like to go where no-one has been before?		What is life like at the seaside and how has it changed?	
KS2 2022/23	We made a difference	Sustainability project – Moja Island	WW2 – Evacuees, Blitz, home front		Our Country, Our World	
					Begin with locality.	

	<p>What is our culture? Is our culture equal? What does equal mean?</p> <p>What inequalities are there in the world?</p> <p>Standing up for equality – who has stood up for people, made things more equal (tie back to Rashford, Malala)?</p> <p>Fight for racial equality – chronology</p> <p>Fight for gender equality - chronology</p> <p>What are you going to stand up for?</p> <p>What about those that don't have a voice? Tie to plants/animals -> Greta Thunberg _> move to sustainability.</p>	<p>How does electricity get to us? What's it used for? What does electricity infrastructure look like?</p> <p>Why does our planet need renewable energies? What's happening as a result of non-renewable energy?</p> <p>Impact of climate change</p> <p>Introduce project: look at the different cultures on the island, reading the map of the island and interpret it</p> <p>Look at different forms of renewable energy</p> <p>Debate/discussion/in groups: what should be put where on the island – balancing out what is important in terms of renewables and in terms of perspective</p>	<p>What happened in 1939 and the outbreak of war. Impact of war on Britain. Why was there a need for children to be evacuated?</p> <p>Children being sent away. What were they able to take? What would the inside of an evacuee's suitcase look like? How young were the children that were sent?</p> <p>Map work showing where the children were sent to.</p> <p>What was life like for the evacuees? Rationing? What was it like receiving evacuees?</p> <p>Home front – the Women's Land Army – what was the impact? How did it work?</p> <p>What was it like for the children back in London? The Blitz. Air raid sirens, shelters. Ties back to London topic – landmarks that survived and landmarks destroyed?</p> <p>Battle of Britain 1942 – how did the air raids on Britain spread out.</p>	<p>What is a county? What is our county? Where is it? What makes it distinct?</p> <p>What is our country? What is a country? How do counties make countries?</p> <p>How is the UK made up? What are the countries of the UK? How are they distinct? Is there a national UK identity?</p> <p>What is a continent? How are they different/unique? Where does the UK lie? How do islands connect with continents? What are the similarities/differences between our country and those on our continent (land borders – what country has the longest land border?)</p> <p>The world. What are the continents of the world? How is the world divided up – time zones, equator, longitude and latitude. Are all countries in the world equal? World map in different orientations – how far away is Russia from America? What's the centre of Earth?</p> <p>Extend onto Space topic.</p>	
BIG QUESTIONS	How can we learn from history and make a difference ourselves?	Is it too late to save the world?	What if you were a child in WW2?		What makes Britain 'great'?
KS1 2023/24	<p>London</p> <p>Where is London? Why is London important? Understanding that London is the capital city of England. What other countries make up the UK and what are their capital cities? What are other capital cities in the UK?</p>	<p>Gunpowder Plot</p> <p>Who was king in 1605? Why was he unpopular? What was London (and the country) like at the time? Who was Guy Fawkes?</p> <p>What were the events of Gunpowder Plot?</p>	<p>Great Fire of London</p> <p>Comparing London at the time of the fire with modern London – similarity and difference.</p> <p>Look at the fire: Why it started? Why it spread? How it was stopped.</p>	<p>Weather and Seasons</p> <p>Geographical Fieldwork focus – study into the amount of rainfall. Create a graph to show results.</p> <p>Look at the weather over the course of a week, present findings in a weather forecast.</p>	<p>What a Wonderful World</p> <p>Focus in on map. Look at countries and why they are famous for particular sports (eg. Why do long distance runners often come from Africa?)</p> <p>What is the Olympics? Countries from across the world gather together to compete and celebrate their accomplishments and diversity. Look at some examples of opening ceremonies.</p> <p>What is our world made up of? What is a continent? What are the different continents? Seas, oceans?</p>

	<p>Children to look at modern day London – human geography – identifying landmarks and their use.</p> <p>Detailed study of some landmarks (Tower of London/St Paul's/House of Parliament/Shard)</p> <p>Understanding transport in London. Write a tourist guide of London.</p> <p>Comparing London with our locality. Similarities/differences?</p> <p>English tie-in: Paddington Bear, Katie in London</p>	<p>How do we know that this happened? How do we remember?</p>	<p>Find out how we know about the great fire from sources of information. (A less</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>Post-fire: Fire regulations – linking to chimney sweeps when reaching KS2 (get fire safety office in to help)</p>	<p>Hot and Cold weather.</p> <p>How does the weather affect us?</p> <p>Weather around the world.</p> <p>What are the seasons? Do all countries have seasons?</p>	<p>Our continent: Europe. Where is the Olympics being held this year? Our continent – France -> what do we know about France?</p> <p>What is human geography? What is physical geography?</p> <p>How is France different to the UK? Linguistic differences. More varied physical geography – look at maps, examples, pictures, etc.</p> <p>Look at an aerial picture of Paris – look at photos of Paris and identify features on the map. Discuss, what is human and with is physical (mostly human because it's a city).</p> <p>Comparison between Paris and London – look at landmarks</p> <p>What are the different sports in the Olympics?</p> <p>Looking at popular sports across the world. Create a world map with popular sports. Are there any themes?</p> <p>What is an athlete? Do we know any influential athletes?</p>
BIG QUESTIONS	Why is London a special city to so many people?	Why is the Gunpowder Plot important in British History?	What changed when London caught fire?	Who watches the weather?	How big is the world?
KS2 2023/24	<p>Bristol</p> <p>Revise human and physical geography. Use of maps to compare – lots of physical geog in rural areas, lots of human geog in cities.</p> <p>Cultural makeup and demographics. Links to Bristol schools?</p>	<p>The Victorians</p> <p>When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time?</p> <p>What was everyday life like for children in Victorian Britain? Compare with modern day life. (Jobs, workhouses, education)</p> <p>Explore George Muller's work</p> <p>Different acts that affected children over the time. Did life improve for children over the Victorian period?</p>		<p>Migration/Windrush</p> <p>Why do people migrate around the world?</p> <p>Economic migration (Windrush) – the initial reason people moved was for jobs, more pay and better conditions post-war.</p> <p>Refugees/fleeing - Mo Farah/Rita Ora</p> <p>Year 3 and Year 4 - individual project on refugees (Syria, Afghanistan, Ukraine) – project on Mo Farah/Rita Ora</p> <p>Years 5/6 – the slave trade</p>	<p>Ancient Greeks</p> <p>Where was Ancient Greece? Understanding of chronological framework of world history.</p> <p>What was life like in the world at that time?</p> <p>What made Ancient Greek culture distinct – why do we learn about them now?</p>

	Comparison between Bristol and London – different cities of the UK.	What legacy did the Victorians leave _____ ?		What legacies did the Ancient Greeks leave behind: Olympics Marathons (Myths/Legends)
BIG QUESTIONS	Where would you rather live – Bristol or London?	What did the Victorians do for us?	How has migration shaped modern Britain?	How did the Ancient Greeks shape the modern world?

Key Stage 1 English 2022/23

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
English Purpose	To Entertain (Narrative)	To Inform (Reports)	To Entertain (Poetry)	To Argue (Persuasion)	To Entertain (Narrative)	To Explain (Instructions)	To Entertain (Narrative)	To Argue (Persuasion)	To Entertain (Narrative)	To Inform (Recounts)	To Entertain (Poetry)	To Explain (Instructions)
Text	Traction Man		Beegu		Cakes in Space		Cinnamon		Footpath Flowers		The Green Ship	
Alternate text EYFS/KS1	Supertato		Eliot Midnight Superhero		Lost and Found		The Way Back Home		Commotion in the Ocean		What's the Commotion in the Ocean?	

Key Stage 2 English 2022/23

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
English Purpose	To Entertain (Narrative)	To Inform (Reports)	To Entertain (Poetry)	To Argue (Persuasion)	To Entertain (Narrative)	To Explain (Explanations/Instructions for LKS2)	To Entertain (Narrative)	To Argue (Discussion/Persuasion for LKS2)	To Entertain (Narrative)	To Inform (Recounts)	To Entertain (Poetry)	To Explain (Instructions)
Text	I Am Not A Label - Cerrie Burnell		Maya Angelou - Still I rise	Greta and the giants	The Unicorn and the Lion - Shirley Hughes	Goodnight Mr Tom	Churchill's Spy – Sufiya Ahmed	My Friend the Enemy – Dan Smith	Journey – Aaron Becker		Coming to England – Florella Benjamin	The Lost Thing – Shaun Tan
Alternate Text			The Race – Dr Goldberg	The Climate Book	Mohinders War – Bali Rai	Hitler's Canary – Sandi Toksvig	Now or Never – Bali Rai	The Lion above the Door – Onjali Q Rauf	Tuesday – Daniel Weisner	Wolf in the snow – Matthew Cordell	Walter Tull's Scrapbook	The arrival – Shaun Tan

Key Stage 1 Maths 2022/23

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Maths KS1	Place Value and number	Length and height	Place Value and number	Shape	Place Value and number	Multiplication and Division	Fraction of a number	Weight	Time	Position and Direction	Temperature	Number
	Place Value and number	Addition and Subtraction	Multiplication facts	Capacity and volume	Addition and Subtraction	Fraction of an object/ shape	Properties of Shape	Time	Money	Addition and Subtraction	Multiplication and Division	Statistics

Key Stage 2 Maths 2022/23

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Maths Y3	Place Value	Addition	Subtraction	Multiplication and Division	Multiplication and Division	Statistics	Length and Perimeter	Fractions	Fractions	Time	Properties of Shape	Mass and Capacity
Maths Y4	Place Value	Addition and Subtraction	Length and Perimeter	Multiplication and Division	Multiplication and Division	Area	Fractions	Decimals	Decimals	Money	Time	Properties of Shape
Maths Y5	Place Value	Addition and Subtraction	Statistics	Multiplication and Division	Perimeter and Area	Multiplication and Division	Fractions	Decimals and Percentages	Decimals	Properties of Shape	Position and Direction	Converting Units
Maths Y6	Place Value	Four Operations	Fractions	Position and Direction	Decimals and Percentages	Algebra and Ratio	Perimeter, Area and Volume	Properties of Shapes	Statistics	Consolidation		

Science 2022/23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Topic	Plants, humans and keeping healthy		Materials	Weather	Animals living and non-living things	
Science Knowledge KS1	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify, draw, name and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>		<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and squeezing.</p>	<p>observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	
KS2 Topic	Life Cycles	Classification	Light		Plants	
Science Knowledge KS2	<p>Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p>Recognise that light is needed to see and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun is dangerous and that there are ways of protecting your eyes.</p> <p>Recognise that shadows are formed when light from a source is blocked by a solid object.</p> <p>Find patterns that determine the size of shadows.</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>Identify and describe the functions of different parts of flowering plants.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Describe the life processes of reproduction in some plants.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Describe the life processes of reproduction in some plants.</p>

Design and Technology 2022/23

	Term 1 & 2	Term 3 & 4	Term 5 & 6
	Food – Fruit and Vegetables	Mechanisms – Making a Moving Story Book	Textiles - Puppets
KS1 Knowledge	<p>Cooking and Nutrition Understanding the difference between fruits and vegetables To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) To know that a blender is a machine which mixes ingredients together into a smooth liquid To know that a fruit has seeds and a vegetable does not To know that fruits grow on trees or vines To know that vegetables can grow either above or below ground To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)</p>	<p>Technical To know that a mechanism is the parts of an object that move together To know that a slider mechanism moves an object from side to side To know that a slider mechanism has a slider, slots , guides and an object To know that bridges and guides are bits of card that purposefully restrict the movement of the slider</p>	<p>To know that ‘joining technique’ means connecting two pieces of material together To know that there are various temporary methods of joining fabric by using staples, glue or pins To understand that different techniques for joining materials can be used for different purposes To understand that a template (or fabric pattern) is used to cut out the same shape multiple times To know that drawing a design idea is useful to see how an idea will look</p>
KS1 Skills	<p>Design Designing smoothie carton packaging by-hand or on ICT software</p> <p>Make Chopping fruit and vegetables safely to make a smoothie Identifying if a food is a fruit or a vegetable Learning where and how fruits and vegetables grow</p>	<p>Design Explaining how to adapt mechanisms, using bridges or guides to control the movement Designing a moving story book for a given audience</p> <p>Make Following a design to create moving models that use levers and sliders</p>	<p>Design Using a template to create a design for a puppet</p> <p>Make Cutting fabric neatly with scissors Using joining methods to decorate a puppet Sequencing steps for construction</p>

	Term 1 & 2	Term 3 & 4	Term 5 & 6
	Textiles: Make Do and Mend – Stuffed Toys	Food: Adapting a Recipe	Digital World: Navigating the World
KS2 Knowledge	<p>To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric</p> <p>To understand that it is easier to finish simpler designs to a high standard</p> <p>To know that soft toys are often made by creating appendages separately and then attaching them to the main body</p> <p>To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely</p>	<p>Evaluating a recipe, considering: taste, smell, texture and appearance</p> <p>Describing the impact of the budget on the selection of ingredients</p> <p>Evaluating and comparing a range of products Suggesting modifications</p>	<p>To know that accelerometers can detect movement</p> <p>To understand that sensors can be useful in products as they mean the product can function without human input</p>
KS2 Skills	<p>Design Designing a stuffed toy considering the main component shapes required and creating an appropriate template Considering the proportions of individual components</p> <p>Make Creating a 3D stuffed toy from a 2D design Measuring, marking and cutting fabric accurately and independently Creating strong and secure blanket stitches when joining fabric Threading needles independently Using applique to attach pieces of fabric decoration Sewing blanket stitch to join fabric Applying blanket stitch so the space between the stitches are even and regular</p>	<p>Design Designing a biscuit within a given budget, drawing upon previous taste testing</p> <p>Make Following a baking recipe Cooking safely, following basic hygiene rules Adapting a recipe</p>	<p>Design Writing a design brief from information submitted by a client Developing design criteria to fulfil the client's request Considering and suggesting additional functions for my navigation tool Developing a product idea through annotated sketches Placing and manoeuvring 3D objects, using CAD Changing the properties of, or combine one or more 3D objects, using CAD</p> <p>Make Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) Explaining material choices and why they were chosen as part of a product concept Programming an N,E, S,W cardinal compass</p>

Art and Design 2022/23

	Term 1 & 2	Term 3 & 4	Term 5 & 6
	Drawing: Make your mark	Sculpture: Paper Play	Woven Wonders
KS1 Knowledge	<p>To know that an outline is a joined up line that shows a 2D shape.</p> <p>To know that drawing tools can create different marks.</p> <p>To know that you can draw different types of lines.</p> <p>To know that texture means 'what something feels like'.</p> <p>To know that different marks can be used to represent the textures of objects.</p>	<p>Using their hands to manipulate a range of modelling materials, including paper and card.</p> <p>Exploring how to join and fix materials in place.</p> <p>Creating 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Selecting colours, shapes and materials to suit ideas and purposes.</p> <p>Designing and making something that is imagined or invented.</p> <p>Beginning to develop skills such as measuring materials, cutting, and adding decoration.</p> <p>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</p> <p>Describing and comparing features of their own work and others' artwork.</p>	<p>To combine techniques in a woven artwork.</p> <p>To learn how to weave.</p>
KS1 Skills	<p>Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describing and comparing features of their own work and other's art work.</p>	<p>To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>I can choose how to combine the things I have made.</p> <p>I can weave with a range of materials.</p> <p>I can talk about what I like and what I would change about my work.</p>

	Term 1 & 2	Term 3 & 4	Term 5 & 6
	Drawing: Make my voice heard	Drawing Power: Prints	Sculpture and 3D: Mega materials
KS2 Knowledge	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	To know how to use basic shapes to form more complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork.	To know that simple 3D forms can be made by creating layers, by folding and rolling materials. To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
KS2 Skills	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome. Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. Using growing knowledge of different drawing materials, combining media for effect. Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. Evaluating their work more regularly and independently during the planning and making process.	Working selectively, choosing and adapting collage materials to create contrast and considering overall composition. Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Showing an understanding of appropriate finish and presenting work to a good standard. Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D. Using subject vocabulary confidently to describe and compare creative works. Using their own experiences of techniques and making processes to explain how art works may have been made. Evaluating their work more regularly and independently during the planning and making process.

Year 3 and 4 will have a focussed DT unit in Term 5 - Kites

Religious World Views 2022/23

KS1						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Who is a Christian and what do they believe?	UC: Incarnation FS1 Why do Christians perform Nativity plays at Christmas?	Why do we celebrate special and sacred times?	UC: Salvation FS1 Why do Christians put a cross in an Easter garden?	UC: Creation FS1 Why is the word 'God' so important to Christians?	How should we care for the wider world and why does it matter?
RE Knowledge	<p>Identify some of the qualities of good friends.</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a good friend to others.</p> <p>Recall stories about special people in other religions and talk about what we can learn from them.</p>		<p>Identify some ways Christians celebrate Christmas, Easter, Harvest, Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas, Easter, Harvest, Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why the matter to believers.</p>			<p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good, bad, right and wrong arising from stories.</p>
KS2						
	Term 1	Term 2	Term 3	Term 4	Terms 5 & 6	

RE	What do different people believe about God? L2.1	UC: Incarnation What is Trinity?	UC: Creation/Fall What do Christians learn from the creation story?	UC: Salvation Why do Christians call the day Jesus died ‘Good Friday’?	What does it mean to be a Hindu in Britain today? L2.8
	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <ul style="list-style-type: none"> Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>God the Creator cares for the creation, including human beings.</p> <ul style="list-style-type: none"> As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). 	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection 	<p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

PSHE 2022/23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me

French 2022/23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS2	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time

Music 2022/23



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