

Bratton Fleming Community Primary School
Curriculum Coverage 2019-2020

Year 2/3	Autumn	Spring	Summer
Theme	<p>History Time Detectives</p> <p>(Who put the Great into Great Britain?)</p> <p>Questions When did the fire start? What caused the fire? How was the fire put out? How long did the fire burn? How did people flee the fire? Who was Samuel Pepys?</p>	<p>Science Materials Matter</p> <p>(What impact have humans had on Our Planet?)</p> <p>Questions Is plastic good or bad? What are natural/manmade materials? Where does our rubbish go? How good are we at recycling?</p>	<p>Geography Active Planet</p> <p>(What effect does the weather have on our environments?)</p> <p>Questions Why is it hot in Madagascar? Where is the world is the coldest place? What is wild weather? Can we predict the weather? Where can a rainforest be found? What lives in a rainforest?</p>
Wow Start	<p>Research London houses from 1666 (wooden built close together) Build large houses out of boxes. Fire Engine visit school or school to take houses to station for firemen to assist putting out fire. Baking bread. Learn song London's Burning with actions and watch Horrible Histories programme. https://www.bbc.co.uk/cbbc/watch/horrible-histories-great-fire-of-london</p>	<p>Invite Mrs Recycle and Resource Futures to work with each class. Begin and end with whole school assembly.</p> <p>Construction challenge</p>	<p>Email sent to met office for possible visit from stem ambassador to school. (June 2019)</p> <p>Possible visit to Zoo or have Zoo visit school</p>
Maths	<p>We have a whole school approach to Maths using the White Rose schemes of work. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. This will enable pupils to extend their mathematical understanding and develop their fluency, communication, reasoning and problem solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. Where possible links will be made to other subjects.</p>		
	<p>Place Value Addition and Subtraction Multiplication and Division Year 3 Money</p>	<p>Multiplication and Division Statistics Properties of Shape Fractions Measurement Length and Height Year 3 Money</p>	<p>Position and Direction Problem Solving Efficient Methods Time Measurement Fractions Properties of Shape Mass and Capacity Investigations</p>
English – Writing	<p>We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils Imitate (learn a text), Innovate (makes some changes) and then Invent their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation</p>		

	and spelling rules and patterns. Below are some ideas for text which might be used.		
<p>Texts and Writing Styles</p>	<p>Post Cards – Summer H/W Diary Writing – Samuel Pepys recreate an authentic diary staining paper and creating individual books. Look at shorthand and Invent own.</p> <p>T4W: A Walk in London lower KS2, Year 3, Year 4, P4, dual-voiced, speech, dialogue, complex sentences, multi-clause sentences, Salvatore Rubbino, information text, non-fiction</p> <p>T4W: Fantastically Great Women Who changed the World lower KS2, Year 3, Year 4, P4, P5, paragraphs, expanded, noun, noun,, noun phrases, expanded noun phrases, adverb, adverbs, adverbial, adverbial phrases, preposition, prepositional phrases, paragraphs, sections, sub-titles, biography, text structure, layout, presentation</p> <p>T4W: Great Fire of London To write a chronological sequence of reports on an historic event (which could be personal), with the option of writing one or more linked sections: an introduction to ‘set the scene’; information on a feature that changed over time; short biographical entries; short entries on places of significance to the event. To write the story of TGFOL using ICT 2 simple.</p>	<p>T4W Grow your own lettuce Helen Lanz KS1, lower KS2, Year 2, Year 3, P3, P4, instructions, extended, information text, verbs, imperative, sentences with more than one clause, multi-clause sentences, non-fiction</p> <p>T4W Persuasive Letter persuasive, charity, expanded noun phrases, adverbials, patterning of sentences, KS2, Year 3, Year 4, letter, non-fiction</p> <p>T4W The Paper Bag Prince lower KS2, Year 3, Year 4, P4, P5, adverbials, paper bag, recycling, nature versus man, environment, expanded noun phrases, Colin Thompson, fiction</p> <p>T4W The Paper Bag Prince writing assessment lower KS2, Year 3, Year 4, P4, P5, adverbials, paper bag, recycling, nature versus man, environment, expanded noun phrases, Colin Thompson, fiction</p>	<p>T4W The Wind Assessment lower KS2, Year 3, assessment, writing, weather, poetry, poem, personification</p> <p>T4W Hot and Cold Terry Jenings KS1, Year 1, Year 2, P1, P2, science, scientific writing, sentences, hot, cold, contrasts, tense, simple present, present progressive, labels, captions, information text, non-fiction, Terry Jennings, Honor Head</p> <p>T4W Gregory Cool lower KS2, Year 3, Year 4, P4, P5, stories set in other cultures, dialogue, expanded noun phrases, geography, Caroline Binch, fiction</p> <p>T4W Lord of the Forest KS1, lower KS2, Year 2, Year 3, patterned text, narrative, story</p> <p>T4W Lord of the forest Assessment Writing assessment of writing year 3, KS2, P4</p> <p>T4W Meerkat Mail lower KS2, Year 3: Year 4, P4, P5, meerkats, mail, postcards, diary, diaries, verbs, perfect form, tense, simple sentences, compound sentences, possessive apostrophe, possession, Emily Gravett, fiction</p> <p>T4W Rainforest Rough Guide lower KS2, P4, P5, hybrid text, letters, information text, sentences of more than one clause, conjunctions, nouns and pronouns, nouns, pronouns, Year 3, Year 4, Paul Mason, non-fiction</p> <p>T4W Rainforest Rough Guide Assessment lower KS2, P4, P5, hybrid text, letters,</p>

			information text, sentences of more than one clause, conjunctions, nouns and pronouns, nouns, pronouns, Year 3, Year 4, Paul Mason, non-fiction
English – Reading	We use and send home reading books and diaries which are coloured banded according to reading levels. These build on the children's knowledge and experience already gained. Phonics is taught explicitly everyday and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Guided reading is taught throughout the school and where possible linked to other areas of the curriculum; e.g. Inspire education and phonics knowledge.		
	Ebook Great Fire Over – inspire.education Differentiated activities focused on: Meaning Retrieve Summarise Infer Predict Structure Language Compare	Ebook Big Foot Inspire.education Differentiated activities focused on: Meaning Retrieve Summarise Infer Predict Structure Language Compare	Ebook The Story Of Pompeii Inspire.education Differentiated activities focused on: Meaning Retrieve Summarise Infer Predict Structure Language Compare
Science Year 2 Science Year 3	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:		
	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 		
	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:		
	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 		
	Year 2 Uses of everyday materials Pupils should be taught to:	Year 2 Plants Pupils should be taught to:	Year 3 Light Pupils should be taught to:

	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Linked to trip to museum</p>	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Year 3 Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Create Class Lyn's Greenhouse Possible trip to Rosemoor</p>	<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.
<p>Art and Design Year 2 Art and Design Year 3</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences 		

	and similarities between different practices and disciplines, and making links to their own work.		
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		
	<p>Making/painting large models of Stuart buildings</p> <p>Georgia O'Keefe study – poppies (Remembrance Day) clay poppies on sticks or tied to fence or roof of shelter in bottom playground display</p> <p>Drawing people – Samuel Pepys And Austins Butterfly</p> <p>Pictures to look at:</p> <p>'The Fire Of London' Dutch School, The Museum of London 'London Before The Fire' Thomas Wyck 1663 'Old London Bridge 1630' Claude de Jongh</p> <p>Painting/colour mixing shades of orange, red and yellow - London skyline</p> <p>Polystyrene printing use map symbols (p65 Geography on display)</p>	<p>Andy Goldsworth – natural materials</p> <p>Collect recyclable material and create a whole class picture 'underthesea' highlighting how we are polluting our oceans and killing its wildlife.</p> <p>Sketching landscapes in the style of David Hockney use different mediums like pastels and watercolours Look at his photographic collage (Geography on Display beliar resource book p32 and p6)</p> <p>Alexander Calder The pioneer of kinetic art or moving sculpture. Fish Mobiles (p57 Geography on display)</p>	<p>Create contour maps (two-dimensional way of showing the height of land on a map) Contour lines join up places that are all the same height and show how many metres above sea level they are. Geography on display p31)</p> <p>Isobars and satellite pictures (p45 Geography on display teachers resource books)</p> <p>Waterfalls in the style of Kirifuri Falls by Hokusai. (P69 Geography on display)</p> <p>Abstract weather art using Wassily Kandinsky the Russian artist who wanted his art to make us think about our feelings, evoke moods and suggest meaning as music does. Art is like a language and artists use their work to communicate ideas and messages (p54 Geography on display)</p>
<p>ICT Computing Year 2 Computing Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 		

	<ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
	<p>Use mini ipads for rockstars times tables</p> <p>Turn on computer, log on, navigate to programme or internet, log off and turn off.</p> <p>Open Word document create a staying safe on line poster using words and pictures changing font, colour and size. Add page border. Format to move and resize.</p> <p>Homework – design a stay safe online an home poster.</p> <p>Researching using child friendly search engines like</p> <p>www.swiggle.org.uk www.kidrex.org www.safesearchkids.com</p> <p>Discuss reliable sources of information. Use key words and find answers to questions.</p> <p>www.searchypants.com (Teacher can create a search list)</p> <p>2 simple 2 type</p> <p>2 simple 2 Create a Story</p> <p>(Fire of London) children to add pages and draw pictures and add sentences to go with their story print out for topic books.</p>	<p>Use mini ipads for rockstars times tables</p> <p>Turn on computer, log on, navigate to programme or internet, log off and turn off.</p> <p>Open Word document create a fact file about a plant using words and pictures changing font, colour and size. Add page border. Format to move and resize.</p> <p>Researching using child friendly search engines like</p> <p>www.swiggle.org.uk www.kidrex.org www.safesearchkids.com</p> <p>Discuss reliable sources of information. Read and record in own words research about a question they would like to find out about.</p> <p>2 simple 2 type</p> <p>2 simple Data Handling 2 investigate (maths) (science)</p> <p>Classifying plants into different categories for example edible, non edible or poisonous. Materials (topic) metal, plastic, card, paper and</p>	<p>Use mini ipads for rockstars times tables</p> <p>Turn on computer, log on, navigate to programme or internet, log off and turn off.</p> <p>Open publisher create a leaflet about the climate of a country in a different continent using text boxes words and pictures.</p> <p>Researching using child friendly search engines like</p> <p>www.swiggle.org.uk www.kidrex.org www.safesearchkids.com</p> <p>Discuss reliable sources of information. Find relevant facts and information about a topic and record in their own writing on a planning sheet under the correct headings.</p> <p>2 simple 2 type</p> <p>Programming Beebots using position and direction (maths) map of GB to learn names of countries, cities, county (Geography)</p>

		glass.	
Design and Technology	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable 		
Year 2 Year 3	<p>SUMMER HOLIDAY Homework – Bring 2 large cardboard boxes into school the first week of September.</p> <p>Design and make large London Stuart houses to burn</p> <p>Design and make a clay poppy using a range of appropriate tools</p> <p>Design and make for Christmas Craft Fayre</p> <p>Design and make your own bread</p>	<p>Design a new use for a single use plastic bottle e.g bird feeder</p> <p>Design a large sea theme display using rubbish to highlight rubbish found in the sea and its animals/fish</p> <p>Design a new type of bin</p>	<p>Design and make a rain gauge</p> <p>Design and make something to sell at the summer fayre</p> <p>Homework: Make a working volcano</p> <p>Design and make a water feeder for a plant</p>
Geography Year 2 Geography Year 3	<p>Pupils should be taught to: Human and physical geography use basic geographical vocabulary identify seasonal and daily weather patterns in the United Kingdom Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 		

	<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
	<p>Read a walk in London.</p> <p>Look at aerial maps of Bratton notice what has changed e.g new houses, Class Bray building on school field, New Pre-school in car park. Look and learn about at a key from a map of Devon</p> <p>Take a walk around Bratton looking for landmarks, street names etc. Find North using a compass. Return to school to draw own local map add North to map and devise own key. Create birds eye view maps on outline of a bird(p 64 Geography on display)</p> <p>Look at old and new maps from a variety of sources of London and compare the differences and changes (underground, bridges, landmarks, street names, sizes of cities past and present etc) notice drawn maps, photographed etc</p>	<p>Learn about the British Isles (countries, counties, cities, landmarks, flags) Use atlases, aerial views, globes and maps. Discuss UK maps, and World maps.</p> <p>Learn the continents and locate on globe and World Map. Find facts (countries, weather, landscape, languages spoken etc) for each continent.</p> <p>Homework choose a UK or World Map and find out and label where you have visited.</p> <p>Locate and find out about the World's top ten rubbish dumps.</p> <p>Is plastic good or bad? How does plastic find its way into the sea?</p> <p>EASTER HUNT Follow a grid map of the school to locate hidden orienteering clips. Can you find all eight to win your prize?</p>	<p>Locate famous mountain ranges and or volcanoes.</p> <p>Create a top trump for famous volcanoes/mountain ranges input onto a database of volcanoes - use previous learning from computer lessons last term. INSPIRE.education Pompeii</p> <p>Going to the volcano Andy Stanton The Science of Natural Disasters scholastic</p> <p>Look at time zones around the world</p> <p>Compare UK to another country in a different continent like Madagascar. Compare human and physical geography - climate, landscape, animals etc</p>
<p>History Year 2 History Year 3</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 		

	<ul style="list-style-type: none"> significant historical events, people and places in their own locality. <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content</p>		
	<p>Homework Make A GREAT FIRE OF LONDON artefact and information card for our class museum</p> <p>The Great Fire of London Playscript Time lines What was life like in London in 1666? (Stuart) Who was Samuel Pepys? How did the fire start? How did London fight the fire? How has firefighting changed over time? Make a quill pen like the one Samuel Pepys used.</p>	<p>The Stinking Story of Rubbish by Katie Daynes.</p> <p>Create a rubbish timeline. What rubbish did the first humans leave behind?</p> <p>How do we know this? What is an archaeologist?</p> <p>When did we start recycling?</p> <p>The life cycle of a single use plastic bottle.</p> <p>Homework Create a poster showing all the things you and your family do to help save the environment.</p>	<p>The story of Pompeii ebook inspire.education</p> <p>When did Pompeii happen?</p> <p>How have countries evolved over time?</p> <p>How have animals adapted over time?</p>
MFL	<p>Year 2 non-statutory Year 3 carousel/Pilton CC</p>	<p>Year 2 non-statutory Year 3 carousel/Pilton CC</p>	<p>Year 2 non-statutory Year 3 carousel/Pilton CC</p>
<p>Music Year 2 Music Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 		
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 		

	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		
	Music carousel Christmas Carols Christmas Panto Charanga Music Programme Carousel Explore ways of making fire-like sounds. Learn London's Burning	Music carousel Easter songs Charanga Music Programme Carousel	Music carousel Charanga Music Programme Carousel
Physical Education	Mr Day Dance (Christmas Panto)	SAQ (speed, agility and quickness) Mr Day Swim and Gym	SAQ (speed, agility and quickness) Mr Day
PSHE	New Beginnings Getting on and Falling out Family Values September Friendship October Respect November/December Peace	Say No To Bullying Going For Goals Good To Be Me Family Values January Truthfulness and Honesty February Love March/April Hope	Relationships Changes Family Values May Trust June Thankfulness July Courage
Religious Education year 2	We follow a whole school RE scheme of work which supports Devon's agreed syllabus. In Key Stage 1 the themes covered are:- 1.6 Who is Muslim and how do they live? [God/ <i>Tawhid/ ibadah/ iman</i>] 1.7 Who is Jewish and how do they live? [God/Torah/ People] 1.8 What makes some places sacred to believers? 1.9 How should we care for others and the world and why does it matter? 1.10 What does it mean to belong to a faith community?		
Religious Education year 3	L2.7 What do Hindus believe that God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma] L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah] L2.10 How do festivals and family life show what matters to Jews? [God/Torah/ People/ the Land] L2.11 How and why do people mark the significant events of life? L2.12 How and why do people try to make the world a better place?		
Trips	Visit Fire Station and Barnstaple Barnstaple Museum - stem learning – which packing material would be best used to protect clay pots in transit?	Visit recycling centre or Landfill Trip to Rosemoor (Science)	Plymouth Aquarium
WOW End	Great Fire of London Museum and end of term assembly - Learn play to perform Learn and create dance to London's Burning song	Community Litter Pick Visit composting site Recyclable Art Project Unveil art work for display	Sleepover at Plymouth Aquarium Art gallery