



Nursery - Autumn 1



UNDERSTANDING THE WORLD

When learning about ourselves and new beginning we will be learning the key values of:

Friendship: developing how to play with one another

Curiosity: exploring the new environments

Respect: understanding how to look after the classroom environment

COMMUNICATION AND LANGUAGE

- **Friendship:** developing friendships with others and playing together
- **Courage:** showing courage to speak to unfamiliar adults and children in our play and during carpet time
- **Tolerance:** understanding we need to wait for our turn
- **Respect:** showing respect towards our teacher and our friends

PHYSICAL DEVELOPMENT

- **Adaptable-** Mark making using different tools and encouraging the correct way to hold certain equipment
- **Responsibility-** Taking care of my personal hygiene.
- **Courage:** trying new challenges in the garden such as the climbing frame and riding the bikes.

OTHER AREAS OF LEARNING

When learning about ourselves we are

- **Inquisitive:** Exploring areas of the provision and accessing different areas of learning
- **Pride-** Being able to identify something I am proud of
- **Courage:** showing courage to come into a school setting without our parents for the first time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We will be continuing to develop our personal, social and emotional skills by using the values:

- **Friendship:** developing friendships with others and playing together
- **Tolerance:** understanding we need to wait for our turn
- **Respect:** showing respect towards our teacher and our friends
- **Curiosity:** showing interest in our topics and activities to learn and grow!



Nursery - Autumn 2



UNDERSTANDING THE WORLD

- I am identifying and labelling body parts.
- I am using words to describe myself.
- I am describing differences between myself and others.
- I am talking about my family and important family connections and events.

COMMUNICATION AND LANGUAGE

- I am showing an interest in rhymes, songs and stories.
- I am listening to my peers and adults in small groups.
- I am following instructions given by an adult.
- I am using language to show my wants and needs.
- I am using language to talk about myself.

OTHER AREAS OF LEARNING

- I am turning pages in a book and discussing the story.
- I am making meaning to the marks I make.
- I am beginning to draw a representation of myself and my family.
- I am learning to use different pieces of equipment.
- I am moving around a marked area in PE.
- I am learning about instruments and the sounds they make.

PHYSICAL DEVELOPMENT

- I am developing my fine motor skills by mark making and using a variety of tools.
- I am developing my use of scissors.
- I am beginning to take care of my personal hygiene.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- I am able to take turns in a small group.
- I am beginning to share toys in the nursery and understand why we share.
- I am identifying ways to use kind hands.
- I am recognising when I need help from an adult.



Nursery - Autumn 1



UNDERSTANDING THE WORLD

- **Disability** - We will be discussing how all children learn in different ways and how we can be supportive and understanding.
- **Gender** - we will be discussing whether we are a boy or a girl.

OTHER AREAS OF LEARNING

- **Religion** - We will be celebrating Diwali and discussing who celebrates it and why. We will discuss how they have celebrated Diwali.



Nursery - Autumn 1



UNDERSTANDING THE WORLD

The children will be:

- exploring the classroom, developing their understanding of how to play and engage in the new activities and build new friendships.
- Carnival Well Being Day - children will read with their parents and be able to show them the nursery. They will take part in the Carnival experience and create shakers and masks.

OTHER AREAS OF LEARNING

The children will be:

- watching videos of Diwali and how it is celebrated and share their own experiences with others
- creating rangoli patterns using coloured rice and pasta



Reception - Autumn 1



UNDERSTANDING THE WORLD

We are learning about ourselves, our family and other children in our class.

- **Respect** - We will be respectful of our peers and their cultures. We will explore the different places we come from and learn about different places around the world.
- **Courage** - We will have the courage to speak with our peers to discuss our families and our history.
- **Friendship** - As we learn about each other, we will develop friendships and identify the similarities and/or differences.

OTHER LEARNING

- **Acceptance** - The children will learn about the importance of accepting everyone's beliefs, despite them being different to their own.
- **Curiosity** - The children will use their curiosity to learning more about other religions and people's beliefs.
- **Pride** - The children will show pride when sharing their own beliefs and religions.

COMMUNICATION AND LANGUAGE

- **Inquisitive**- To begin to ask questions about my learning.
- **Confidence**- To speak in front of small groups of children to share my ideas.
- **Kindness**- Showing kindness when I communicate with adults and peers.

PHYSICAL DEVELOPMENT

- **Teamwork** - In PE we will be exploring the fundamentals to successful team games, turn-taking and supporting each other to learn new skill and develop existing ones.
- **Resilience** - The children will learn to never give up and overcome challenges when they find things tricky. They will understand that they can't always win and taking part is important.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- **Resilience** - We will be exploring a range of different emotions through games and activities. The children will begin to understand different emotions and, through the zones of regulation, learn how to manage them.
- **Positivity** - As we begin to settle into school, we will look at how this benefits us, and we are part of a community.
- **Friendship** - As we learn about each other, we will establish positive relationships with our peers and the adults within the environment.



Reception - Autumn 1



UNDERSTANDING THE WORLD

In our topic 'Marvellous Me',

- I am learning to explain what I like and what I do not like
- I am describing myself and my family
- I am learning the expectations of school
- I am learning what Diwali is and how it is celebrated
- I am exploring what 'Harvest' is
- I am learning about inspirational black people throughout history

OTHER LEARNING

Literacy

- I am learning phase 2 phonemes and graphemes
- I am learning how to segment and blend words
- I am learning how to write some letters

Maths

- I am learning to subitise to 3
- I am comparing groups of objects
- I am exploring how to count objects

Art

- I am exploring mark-making using a range of drawing materials.
- I am investigating marks and patterns when drawing.

Religion and worldviews

- I am learning that different people have different faiths
- I am learning that being part of a community is important to many people.

Science

- I am recognising changes outside in Autumn.

History

- I am identifying people who are significant to their own lives.
- I can identify things from the past and in the present

COMMUNICATION AND LANGUAGE

- I am learning to listen to others in one-to-one or small groups
- I am learning to express my ideas and feelings about my experiences
- I am learning to join in with repeated phrases and anticipate key events and phrases in rhymes and stories.

PHYSICAL DEVELOPMENT

- I am learning to run in different ways
- I am learning to move in different ways
- I am learning to jump, hop and skip
- I am learning to keep my balance when moving

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- I am identifying the different zones of 'Zones of Regulation'
- I am starting to recognise my feelings and link them to the zones
- I am trying new activities across the provision
- I am asking for help if I need it
- I am coming into school ready to learn



Reception - Autumn 1



UNDERSTANDING THE WORLD

In our topic 'Marvellous Me', we will learn about:

Disability- We will teach Makaton to show that communication does not have to be verbal.

Disability- We will learn that we are all different and some of us might need extra help

Ethnicity - We will be learning about Harriet Tubman and how she fought to protect herself and others

Gender- Looking at traditional roles for women and men when preparing for Diwali.

OTHER AREAS OF LEARNING

Religion- We will learn about the different religions associated with Diwali and why they celebrate it.

Age- We will look at our families and recognise that some members are older and some are younger

Disability- We will look at how some tools are designed for some people to help support them, for example, loop scissors



Reception - Autumn 1



UNDERSTANDING THE WORLD

- Manipulate and sculpt clay to create their own Diya lamps
- Using coloured rice and flour to create their own Rangoli patterns
- Learning songs about Harvest
- Donating food items for our Harvest collection
- Role-playing in themed areas (jungle, shop and vets)
- Celebrating Black History with a carnival

OTHER AREAS OF LEARNING

- Creating a self-portrait using a range of mark-making materials
- Creating family trees
- Mark-making using a variety of tools and materials
- Exploring videos about multiple religions
- Going on an Autumn hunt outside
- Still life drawings of pumpkins
- Exploring Autumnal smells and objects
- Creating shadow puppets of nocturnal animals



Year 1 - Autumn 1



Geography

When learning about what is it like here, we will learn the following values:

- **curiosity and resilience** - during fieldwork to investigate the school grounds.
- **resilience** - when creating a map of the classroom using key features.
- **teamwork** - as they recognise the features of the school grounds.

SCIENCE

When learning about materials, we will learn the following values:

- **understanding** - learning about different materials and their properties.
- **determination** - being determined when exploring which material is waterproof.
- **teamwork** - when carrying out experiments when testing materials.

Religion and Worldviews

When learning about 'How did the world begin?', we will learn the following values:

- **curiosity** - by exploring diverse creation stories
- **respect and tolerance** - as students listen to different worldviews
- **honesty** - as they reflect on their own beliefs
- **courage and resilience** - to question and understand.

PSHE AND OTHER SUBJECTS

- **resilience in reading** - when focussing on the characters Mr and Mrs Grinling and how they did not give up.
- **kindness in reading** - when focusing on the character of Mrs Grinling.
- **resilience in writing** - when exploring the playground and not being able to identify an area using our senses.
- **respect in PSHE** - respecting each other's views during jigsaw lessons.
- **understanding in PSHE** - understanding the rights and responsibilities as a member of my class.
- **resilience in Art** - when overcoming problems when colouring an observational drawing using colouring pencils.
- **perseverance in Art** - when creating a self portrait in the style of Paul Klee.
- **Teamwork in Music** - learn how to share an instrument in order to practice playing parts to a song.
- **Team work in PE** - I am learning to understand how to work in a team to score points and share equipment
- **Awareness in French** - being aware of different languages and celebrating differences



Year 1 - Autumn 1



Geography

- I am locating the school on an aerial photograph.
- I am creating a map of the classroom.
- I am locating key features of the playground.
- I am drawing a simple map.

Religion and Worldviews

- I am identifying what creation means in relation to the natural world.
- I am recognising that some people believe God created the world by listening to the Jewish and Christian creation stories.
- I am recognising that there are different creation stories to explain how the world began.
- I am expressing ideas about what a creator might be like based on creation stories.
- I am learning that many Humanists use science to understand how the world began.
- I am exploring and expressing ideas about how the world began.

SCIENCE

- I am identifying a variety of everyday materials.
- I am recognising the difference between objects and materials.
- I am describing the properties of materials.
- I am grouping materials based on their properties.

PSHE AND OTHER SUBJECTS

Reading

- I am predicting what I think the book will be about.
- I am asking the illustrator questions.
- I am explaining the setting of the story.
- I am retrieving information from the text.
- I am inferring information from the text.
- I am sequencing key events in the story.
- I am exploring the vocabulary used.

Writing

- I am using my senses to explore the playground.
- I am using adjectives to describe the playground.

PSHE

- I feel safe and special in my class.
- I understand the rights and responsibilities as a member of my class.
- I know how it feels to be proud of an achievement.
- I know how to make my class a space place for everybody to learn.
- I can recognise a range of feelings when achieving something new and when facing certain consequences.

Art

- I am exploring control and pressure to create different types of lines.
- I am drawing different lines using music as a stimulus.
- I am connecting lines to create shapes.
- I am drawing and connecting lines and shapes on a portrait drawing.
- I am using control and pressure skills to add colour to a drawing.

French

- I am able to say 'hello' in French
- I am able to say 'goodbye' in French
- I am responding to classroom instructions in French
- I am saying how I am feeling in French

Music

- I am playing parts of a melody
- I am using my voice and an instrument to play dynamically.
- I am reading symbols and notes to play a rhythm
- I am reading musical notation to play a rhythm.

PE

- I am learning to share equipment in PE
- I am learning to take it in turns during lessons
- I am learning some new activities



Year 1 - Autumn 1



Geography

- **age**- discuss how there are different types of maps, simple ones for children and more detailed maps for adults.
- **disability** - when fieldwork (e.g., surveying the school playground or a local route), pupils are encouraged to note accessibility features (like ramps, smooth paths, or dropped kerbs)

Religion and Worldviews

- **religion** - compare multiple creation stories from diverse faiths, directly promoting mutual respect and understanding of different religious beliefs.
- **age** - acknowledging that a person's understanding of creation evolves, moving from simple, literal interpretations of myths in childhood to more complex, symbolic, and philosophical views as they get older.

SCIENCE

- **disability** - using all our senses when carrying out experiments.
- **gender** - do all genders use umbrellas and the colours and types of materials.

PSHE AND OTHER SUBJECTS

Reading

- **gender** - husband and wife as the main characters.
- **age** - elderly people as the main characters.

Writing

- **age and disability**- exploring that we might not be able to hear and see the same things depending on age and/or disability.

PSHE

- **age** - learning about how responsibilities change as you go through the school.
- **disability** - being understanding of disabilities within the class.

Art

- **gender** - understanding art inspired by Paul Klee and Bharti Kerr.
- **disability** - how children can be supported to face challenges when sketching and using colouring strategies.

French

- **ethnicity** - learning how to greet people in different cultures

PE

- **Gender**- all genders will take part in a variety of activities and sports



Year 1 - Autumn 1



Geography

- Use an aerial photograph to locate where they live and the school.
- Use resources to create a 'messy map'.
- Complete a survey about the school playground.
- Draw a map of the school playground with a map key.
- Improving the school playground by drawing their own map.

SCIENCE

- Answering quiz questions.
- Carrying out experiments on a range of materials to test if they are waterproof.
- Now Press Play - everyday materials.
- Explore different materials being able to feel and hold them.
- Discussions on different materials and their properties.

Religion and Worldviews

- Watch a video on Jewish and Christian creation stories
- Watch the Hindu creation story
- Watch The Big Bang video
- Watch the Natural Wonders video
- Art to express their ideas on how the world began

PSHE AND OTHER SUBJECTS

Reading

- Acting out the story - The Lighthouse Keepers Lunch.

Writing

- Using our senses to explore the playground.
- Visiting different areas of the playground.

PSHE

- NPP - Feelings
- Discussion on the roles and responsibilities within the classroom.
- Connect us games and circle time.
- Singing the theme song.
- Calm me time.
- Drawing activities.

Art

- Experimenting using crayons and oil pastels.
- Developing colouring strategies.
- Creating art using a musical stimulus
- Observing different art work from artists including Paul Klee, Bharti Kerr and Bridget Riley.
- Self portrait in the style of Paul Klee.

French

- experiencing listening to and communicating in a new language

Music

- Learning how to play the xylophones and parts of a melody to perform a song.

PE

- Learning new activities and the rules



Year 2 - Autumn 1



Geography

When learning about continents and oceans, we will learn the following values:

- **Awareness** - Learning that not all places are the same, there are benefits and disadvantages of living in different parts of the world.
- **Curiosity**- Understanding that climate change in affects different countries in different ways
- **Determination**- To remember all of the different continents and oceans and where they are located

RE and PSHE

When learning about **Christianity** in RE and **Being me in my world** in PSHE, we will learn the following values:

R.E

- **Kindness**- learning the importance of being kind to everyone
- **Respect**- learning how to be respectful to others
- **Acceptance**- by accepting that other people have different religious views.

PSHE

- **Confidence**- by recognising my feelings and know who to ask for help
- **Respect**- by listening to other people and contribute my own ideas
- **Understanding**- by understanding the rights and responsibilities for being a member of my class and school.

SCIENCE

When learning about everyday materials, we will learn the following values:

- **Understanding** - learning about different materials and their purpose.
- **Inquisitive** - carrying out experiment to find out the strenght of different materials.
- **Teamwork**- working as a group to investigate and record result of an experiment.

OTHER SUBJECTS

Reading

- **Responsibility** - learning that actions have consequences
- **Courage**- That things someone might find scary, might turn about to not be scary at all
- **Empathy**- Thinking about how the Wild Things and Max's Mum would be feeling based on Max's actions

Computing

- **Awareness** - understanding that we have to keep our safe online.
- **Understanding** - what the internet is and who can access it.
- **Responsibility** - of using technology safely and knowing where to get the support from when you are concerned.

Art

- **Adaptable**- Changing and making adaptations to my art work based on my views and thoughts
- **Pride** - completing art work to the of their and with care.

French

- **Teamwork** - working together in small groups to learn how to spell colours

Music

- **Teamwork** - being able to work collaboratively as a whole class to compose and perform rhythmic phrases.

P.E

- **Confidence** - learning to use my body in a variety of ways and be able to build confidence in fitness



Year 2 - Autumn 1



Geography

- I am naming and locating the world's seven continents and five oceans
- I am understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country
- I am able to use world maps to identify countries
- I am able to use aerial photographs to recognise landmarks and basic human and physical features

PSHE

RE and PSHE

- I am learning how to recognise when I feel worried and know who to ask for help.
- I am understanding the rights and responsibilities for being a member of my class and school.
- I am helping in making my class a safe and fair place.
- I am learning to listen other people and contributing my own ideas about rewards and consequences.

RE

- I am learning to re-tell Bible stories that shows kindness.
- I am exploring how kindness makes some Christians behave towards other people.

SCIENCE

- I am distinguishing between an object and the material from which it is made.
- I am identifying and naming a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- I am describing the simple physical properties of a variety of everyday materials.
- I am comparing and grouping together a variety of everyday materials on the basis of their simple physical properties.

Reading

- I am predicting what might happen next
- I am answering retrieval questions from a text
- I am sequencing a text I have read

Art

- I am drawing and sketching using sketching pencils (line and shape)
- I am using charcoal and watercolours to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Computing

- I am using technology safely and respectfully, keeping personal information private and identify where to go for help and support when I have concerns about content
- I am using technology purposefully to create, organise, store, manipulate and retrieve digital content

French

- I am spelling colour words
- I am reading and identifying colour words
- I am identifying sounds in number words
- I am reading and recognising number words

Music

- I am identifying the difference between long and short sounds.
- I am learning how to control the duration of an instrument.
- I am controlling instruments to make long or short sounds.
- I am composing rhythms using long and short sounds.

PE

- I am learning about how my body feels during and after exercise
- I am learning to understand everyone has different levels of fitness



Year 2 - Autumn 1



Geography

- **Disability**- Learning about how maps are adapted to allow people with no or limited sight to read and understand them
- **Ethnicity**- Understanding the different human and physical features that people from Mumbai, India experience compared to ourselves
- **Age**- How mapping is used differently with different age generations

OTHER SUBJECTS

- **Disability in Art**- How people with impairments and disabilities might use charcoal and water colours in a different way
- **Age in Computing**- That people of ages need to learn how to stay safe online
- **Disability in Science**- How some people may have sensory needs and may use different materials in different ways

RE and PSHE

RE

- **Religion**- learning the values and beliefs of Christianity and show kindness to others.
- **Religion**- learning the values and beliefs of Christianity and show kindness to others, even if they are different to us.
- **Ethnicity**- children from different ethnicity and beliefs will learn about Christianity.

PSHE

- **Disability**- regardless of any disability make others feel like we belong.
- **Age**- understanding the rights and responsibilities for being a member of my class and my school



Year 2 - Autumn 1



Geography

The children will be:

- Using google earth to see where countries and oceans are located.
- making their own journey around the world with a map.
- locating equator and identifying hot and cold countries around the world.
- watching videos to help compare human and physical features.
- Learning songs to help remember the continents and oceans

RE and PSHE

The children will be:

RE

- Watch a video of Jesus healing the Paralysed Man to show kindness
- Act out the of the kind Samaritan and Jesus healing the paralysed man
- Visit a local church to hear Christian stories about happiness

PSHE

- Play a belonging game alongside others.
- Learn and sing a song "Together As One".
- Create a class charter to promote positive behaviour in the classroom.

OTHER SUBJECTS

The children will be:

Reading:

- Drawing their own 'Wild Thing' based on a character description
- Role playing the sequence of events in both stories
- Hot- seating as the characters from the stories

Writing:

- learning to write a non-chronological report about The Wild Things.
- Learning to write a character description about The Wild Things.

Computing:

- Making posters on how to stay safe online.
- Receiving and replying to emails.

Art:

- Drawing and sketching using sketching pencils.
- using charcoal and watercolours to develop a wide range of art and design techniques whilst considering colour, pattern, texture, line, shape, form and space

Music

- learning a range of traditional songs and how to accompany them with instruments.

PE

- learning to use a new variety of equipment and understand how music can help motivate individuals in physical education

French

- Experimenting with writing words on whiteboard in French

Science

The children will be:

- carry out an investigation to see which material is best for building a house for the three little pigs.
- Wrapping boiled eggs in different materials to investigate which material protects the shell the best.
- investigating how materials can be manipulated by seeing which ones can be bent, twisted, stretched etc.



Year 3 - Autumn 1



GEOGRAPHY

When learning about 'Who lives in Antarctica?', we will learn the following values:

- **Curiosity** - we are finding out about location and place.
- Respect -
- Tolerance- finding out and comparing the coasts of different places in Europe.
- Adaptation and acceptance- where coasts lines change, local communities around them also have to change.

SCIENCE

- Curiosity - learn how magnets work and which poles attract and repel each other.
- Teamwork - when doing investigations
- Confidence - ask questions when not sure
- Inquisitiveness - when learning about how forces effect daily life
- Awe and pride - of nature and how useful and important forces are

Religion & Worldviews and PSHE

- respect and tolerance - understand differences
- curiosity - when learning about other religions
- courage- to ask questions about other religions
- pride - in our own religions
- confidence - to talk about our own religion and compare values
- trust - when learning about faith, selfless service and commitment
- belonging - how festivals and celebrations bring us together and give a sense of belonging.

PSHE

- Determination: making positive choices.
- respect and tolerance - respect and tolerance for each other.
- teamwork and patience - listening to other opinions
- positivity- to know that every little makes a difference
- responsibility - towards myself and others
- pride- value myself and set goals that help to bring out my full potential.

OTHER SUBJECTS

Reading- The Mousehole cat

- Empathy- putting ourselves in the shoes of the character.
- Courage- in the face of the storm.
- Confidence- to state my opinion about the text.
- Teamwork - support each other in the time of adversity

Music

- teamwork in Music - the whole class works collaboratively to practice and perform a piece of music

PE

- resilience in PE - to persevere in Cricket and to work in teams to communicate

Art

- Determination and desire to gain new skills and knowledge in using charcoal.

French

- determination to learn how to count up to 20 forwards and backwards in French

Music

- Ambition - developing a new understanding of how to read, write and play standard rhythmic notation.

PE

- Team work - transferring ball skills learnt in year 2 and put them into team sports



Year 3 - Autumn 1



Geography

- I am locating Countries in Europe on a map
- I am identifying the European landmarks
- I am learning about coast in the UK
- I am learning how a coast is formed
- I am learning about Gdansk
- I am learning about Mousehole and comparing it to Gdansk

SCIENCE

- I am learning about forces
- I am comparing how different things move.
- I am exploring how magnetic forces act at a distance.
- I am investigating the best surface for a toy car to move on.
- I am testing which magnet is the strongest.

Reading, RE and PSHE

Reading

- I am learning how to infer a fictional text
- I am learning to predict what will happen next based on experience and setting
- I am learning to explain my reasoning using evidence from the text and logic.
- I am learning to retrieve information from the text.

RE

- I am learning about the importance of Diwali for the Hindus.
- I am learning how festivals can show a sense of belonging.

PSHE

- I am learning about personal goals and choices.
- I am learning about the importance of valuing myself.
- I am learning about my rights and responsibilities.
- I am learning how my actions affect others.
- I am learning how to make others feel valued.

OTHER SUBJECTS

French

- I am able to spell colour adjectives
- I am using a bilingual dictionary
- I am finding nouns in a bilingual dictionary
- I am spelling the numbers up to 20

Art

- I am learning to draw and sketch.
- I am learning to use shade, line, texture and observe the details in a still life
- I am learning to use hatching, cross hatching and other charcoal techniques.

Music

- I am interpreting notated rhythms
- I am reading and playing rhythms notated in standard notation.

PE

- I am learning about level of fitness in PE and Physical activity.

I am learning how to transfer skills already learnt and use them in new activities

French

- I am counting up to 10 in French
- I am identifying numbers up to 20
- I am counting up to 20
- I am using 'c'est' to respond to a question



Year 3 - Autumn 1



Geography

- Equality - How to compare different places with similar human and physical features.
- Religion- An area or country can have one prominent religion
- Ethnicity- How trade and commerce effect the development of settlements.

SCIENCE

- Disability- how some forces can support and assist people with disabilities.
- Gender- natural forces have the same impact on us regardless of gender.
- Equality - magnets, compasses and satellites have enabled international communication making it accessible to all.

RE and PSHE

- Religion - we will be learning about the core values in Hinduism
- Equality - discuss how in spite of believing in different religions, we believe in the same core values.
- Gender - male and female are segregated for worship in the mandirs.
- Age - elderly are well respected

PSHE

- Disability- Regardless of any disability, we need to value ourselves.
- Gender- we should be aware of gender stereotypes.
- Age - Regardless of age, we should think of the impact of our choices and how they effect others.

OTHER SUBJECTS

Reading

- Age- an elderly person in the community is respected and saves the village.

Music

- Inclusivity in Music - the musical voice of the whole class is recognised during rehearsals and performances of standard notation on the djembes.

D.T

- Disability- How can pneumatic mechanisms be useful for people with disability.

PE

- Gender - to understand that all genders have the right to take part in sports and all will have different fitness levels



Year 3 - Autumn 1



GEOGRAPHY

- Watch video clips on Gdansk and coastal weather erosion
- Compare flags of their own countries and share experiences of places visited.
- Share memorabilia's from visits.

SCIENCE

- Watch videos on forces and how they work
- What videos on how the opposite and like poles of magnets work.
- Use magnets to see which one is the strongest.
- Investigate the force of gravity using a toy car.

Reading, RE and PSHE

Reading

- Act out the scene of boat in the storm.
- Now Press Play on a storm and the sounds it makes.

RE

- Watch videos on how Hindus celebrate Diwali.
- Look at artefacts like Diwali lamps
- Create Rangoli patterns using different colours.
- Bring in the holy book of the Hindus 'The Ramayana' to share the Rama and Sita story.

PSHE

- discussions on choices, decisions and self value

PSHE AND OTHER SUBJECTS

Music -

- Learning how to read and play standard notation when playing percussion instruments.

Art

- Learn to use charcoal to create different shapes, lines, textures and shades.

PE

- Working in a team during lessons and understand how teamwork can improve success rate in PE

French

- looking at number patterns in French and comparing them to English



Year 4 - Autumn 1



Geography

When learning about South America, tropics and hemispheres, we will discuss the following values:

- **curiosity, awareness** : when learning about and comparing South America to the UK.

1.

SCIENCE

When learning about the environment, we will focus on the following values:

- **curiosity**: We will be investigating circuits.
- **teamwork**: We will working in groups.

PSHE AND OTHER SUBJECTS

- **Teamwork in PE**: Understanding how teamwork can be used in a variety of sports to increase success
- **Teamwork in Music**: Practicing and performing in pairs on the xylophones.
- **Confidence and determination in Art**: To explore new techniques using charcoal and draw new charcoal designs using imagination.
- **Understanding & respect in reading & writing**: taking on board the moral of the story (Great Kapok Tree).
- **Team work in French**: working together (clapping patterns)to learn plural verb conjugations
- **Respect, curocity and knowledge in RE**: To learn about another religion (Judaism), understand and embrace the relationship Jews have with God.
- **Respect, responsibilty and tolerance in PSHE**: To listen to each other's opinions and views respectfully and learn to take responsibilty of own actions.



Year 4 - Autumn 1



Geography

- I am locating South America (and its countries) on a map.
- I am learning about the physical and human characteristics of South America.
- I am learning about latitude, longitude, the equator, the hemispheres and the tropics.
- I am learning about climate zones (biomes).
- I am comparing the physical features of the UK and South America. I am comparing the human features of the UK and South America.

Science

- I am identifying common appliances that use electricity.
- I am constructing a simple circuit.
- I am recognising common conductors and insulators.
- I am creating a circuit using a switch.

PSHE AND OTHER SUBJECTS

PSHE

- I am learning how to become a class 'team.'
- I am learning about rights, responsibilities and democracy.
- I am learning about rewards and consequences.

Computing

- I am learning how to keep safe online.

Art

- I am experimenting different charcoal techniques.
- I am learning to draw and sketch using charcoal.
- I am using techniques learnt to draw and sketch animals using charcoal.

French

- I am learning French plural pronouns
- I am conjugating the verbs 'can' and 'want' with new pronouns
- I am writing sentences with verb conjugations

English

- I am writing an email.
- I am learning the place value of punctuation and grammar.

PE

- I am learning to understand how to increase Fitness levels
- I am learning to transfer skills previous learnt and use them in new activities

Music

- I am learning to apply my knowledge of standard notation to play rhythms.

Reading:

- I am using inference and retrieval to understand the moral of a story.

RE:

- Judaism - How special is the relationship with God?
- I am learning about relationships with trust.
- I am learning about the relationship between Jews and God.



Year 4 - Autumn 1



Writing & Reading:

- **Discussing equality when learning the moral of the story - The Great Kapok Tree - and when writing an email about deforestation.**

OTHER SUBJECTS

PE:

- Age/Gender - Understand that rules often change in sports depending on age. Have a better understand that everyone has different fitness levels

RE:

- Understanding the importance of **equality** amongst religions.

PSHE:

- Valuing equality by teaching gender stereotypes and respecting everyone equally.



Year 4 - Autumn 1



Geography

- comparing the UK and South America.
- create google presentation.
- conducting own research on biomes.
- trip to The Living Rainforest.

SCIENCE

The children will be:

- creating a simple circuit.
- creating a circuit with a switch.
- investigating conductors and insulators.

ENGLISH & READING

- Now Press Play - rainforest.
- Writing an email.
- Nearpod - extract lessons.

PSHE AND OTHER SUBJECTS

The children will be:

PE

- Use a variety of equipment to record fitness levels and understand why they're used

ART

- Use of charcoal - learning different techniques by watching videos and experiences from teacher.

Computing

- Keeping safe online.

French

- learning how to conjugate verbs to build sentences

Music

- playing rhythms.



Year 5 - Autumn 1



Geography

- Respect – caring for the local environment.
- Responsibility – collecting accurate data.
- Curiosity – exploring London's geography.
- Teamwork – completing fieldwork together.

Reading: The London Eye Mystery

- Empathy – understanding Ted's perspective.
- Respect – valuing neurodiversity.

Religious and Worldwide Views

- Courage – standing up for beliefs
- Respect – valuing different viewpoints.
- Compassion – understanding others.
- Integrity – acting on personal values.

Science

When learning about forces we will cover the following values:

- Adaptability - amending our approach to an investigation if results are not as expected.
- Curiosity - the ability to ask questions about the world around us and apply our maths knowledge to solve scientific enquiry questions.

PSHE: Being Me in My World

French

- Curiosity - using bilingual dictionaries to find new adjectives

PE

- Team work - to learn how communication is key to work in a team and how this can increase the success rate of everyone in the team

Music

- Teamwork - to develop the ability to work collaboratively as whole class to play djembe patterns.

Art

- Respect - showing admiration towards the subject of watercolour painting.



Year 5 - Autumn 1



Geography

- To develop an enquiry question.
- To collect data to answer the enquiry question.
- To present my findings.

Writing

- To distinguish between proper, common, concrete and abstract nouns.
- To identify action and state verbs, including irregular past tense verb forms.
- To recognise and accurately categorise different word classes, including adjectives, adverbs, and pronouns.
- To identify independent clauses and use capital letters and full stops accurately.

Religious and Worldwide Views

- To recognise the importance of religious freedom.
- To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.
- To explore why people stand up for their beliefs using a variety of modern-day scenarios.

PSHE

- To understand how my actions have consequences on others.
- To learn how to face new challenges positively and to set new goals.
- To understand my rights and responsibilities as a person.

Science

- To explain how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects.
- To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Music

- I am learning how to perform a piece of djembe music as a whole class.

PE

- I am learning to use communication strategies learnt in PE and use them in new sports while increasing Fitness levels and why its important to track fitness levels

French

- I am using a bilingual dictionary to find new nouns
- I am using adjectives to improve my writing
- I am demonstrating how plural adjectives show agreement with the noun
- I am able to identify the meaning of adjectives in a description

ART

- To use watercolour to paint someone that inspires me.
- To use charcoal to create a skyline of London.



Year 5 - Autumn 1



Reading

- Understanding that people should be treated equally regardless of appearance or first impressions.

Science

- When working in science groups, every person is treated equally and they all have an important role to play.

Religious and Worldwide Views

- Although commitment can be shown in different ways, Sikhs see everyone as equal, there is no hierarchy.

PSHE

- Recognising that we all deserve the same amount of respect and understanding as our bodies change and we grow up.

Music

- Inclusivity in music, as everybody learns to play a class piece, performing this to a younger year group.

PE

- Inclusivity - making sure everyone is given equal opportunities to challenge themselves during the lessons and offer alternative exercises during fitness lessons to allow all to succeed

Writing

- Equal Access to Writing: Building understanding of grammar so that all pupils have clear visual building blocks to feel confident as writers.

Art

- Representation of many different positive role models from a wide range of cultural, ethnic and socio-economic backgrounds, as well as figures with disabilities.



Year 5 - Autumn 1



Reading

- Nearpod for extract lessons - Forces
- Now, Press, Play - Forces
- Visit to The London Eye

Geography

- Visit to The London Eye

Science

- Outdoor learning involving analysing the path of the sun by making a simple sun dial and monitoring the movement of shadows throughout the day.

RE

- In school talk from a practising Sikh about how they show their commitment towards their religion and wider community.

French

- Using a bilingual dictionary to find new nouns and adjectives

Music

- Using existing experience, knowledge and skills to perform a piece of djembe music.

PE

- Revisiting knowledge from previous lessons and sports to link them to Invasion games.

Art

- Visit to the London Eye (children will charcoal the London skyline).



Year 6 - Autumn 1



Geography

- **Responsibility:** Understanding the impact of climate change.
- **Respect:** For the different cultures and languages found across the Alpine countries.
- **Perseverance:** the challenging nature of exploration, climbing, and survival in the mountains.
-

SCIENCE

- **Resilience:** Diagnosing and identifying causes of circuits not functioning.
- **Tolerance:** Listening to the views of others when conducting an investigation about electricity
- **Integrity:** Developing an awareness of renewable and on renewable sources of energy and how we this impacts climate change.

RE

- **Respect:** Essential for discussing beliefs and places that are deeply significant to others. It requires pupils to listen to and value perspectives different from their own, especially when exploring sacred sites.
- **Tolerance:** Crucial when studying a range of world religions (Christianity, Judaism, Buddhism, Islam, Sikh, and Hindu) and their unique sacred locations. It promotes accepting that different people find spiritual meaning in diverse places.
- **Curiosity:** Necessary for the enquiry-based learning in the unit. Pupils need to be inquisitive about the reasons why a location is considered holy, what rituals take place there, and how it impacts believers' lives.

PSHE AND OTHER SUBJECTS

Reading:

- **Empathy:** Understand and appreciate the diverse and difficult backgrounds of the Defenders Team.
- **Honesty:** To learn to be truthful with his coach, teammates and himself.
- **Resilience:** To keep trying and bounce back from mistakes to achieve goals.

PSHE

- **Respect:** To value every person's rights and worth, regardless of their background or economic circumstances.
- **Tolerance:** People and communities globally have vastly different lives and beliefs.
- **Teamwork:** Communities need to ensure that all children's needs are met.
- **Curiosity:** Lives, cultures, and economic situations of children in the wider world.

French - Team work to learn a new verb conjugation

PE- Curiosity - Understanding the need for change in a variety of activities and why they have been changed

Music - Teamwork - working together to perform an advanced piece of djembe music.



Year 6 - Autumn 1



Geography

- I am locating the Alps on a map
- I am locating the key physical and human characteristics of the Alps and describing them.
- I am describing the key aspects of the Alps' human and physical geography.
- I am using data collection to document our school and grounds.

SCIENCE

- I am recognising symbols for electrical components.
- I am predicting and presenting results for electrical circuits.
- I am recognising a link between the number of components and resistance.
- I am recognising ways to change voltage within a circuit.
- I am investigating how voltage affects bulb brightness.

RE

- **Sacred Sites:** Identification of major holy places (e.g., Jerusalem, River Ganges) for different world religions.
- **Significance:** Understanding the key historical, mythical, or spiritual reasons these locations are considered special.
- **Practices:** Knowledge of the rituals and acts of worship believers perform at these sites.
- **Identity:** How sacred places influence a believer's sense of self and belonging.
- **Shared Sites:** Awareness that different religions sometimes share or dispute ownership of the same significant places.

PSHE AND OTHER SUBJECTS

Reading

- Using VIPERS to answer a range of questions.
- Utilising a range of extracts, linked to current topics, but using VIPERS skills.

French

- I am repeating vocabulary for hobbies
- I am learning to conjugate the verb 'like'
- I am learning how to conjugate ER verbs
- I am able to ask 'what do you like to do?'

PSHE

- I am identifying fears and worries and how to feel valued.
- I am learning how my rights and compare it to other children around the world.
- I am identifying my wants and needs and how my actions can affect others.

Music

- I am performing a piece of music from West Africa.

PE

- I am learning the variety of ways to monitor and track fitness levels
- I am learning to understand how to increase fitness levels



Year 6 - Autumn 1



Geography

Tourism vs local life

Climate change and vulnerability - who is more affected - those who rely on winter tourism or those living in mountainous areas?

RE

- **Valuing All Faiths:** Implicitly teaching that the beliefs and sacred sites of all studied religions are equally valid and deserve respect.
- **Shared Connection:** Highlighting the equal human experience of finding meaning, fostering the idea that all believers are equally connected to their faith.
- **Promoting Fairness:** Engaging with discussions on shared or contested holy sites, emphasizing the need for equal consideration and fair access for all religious groups.

READING

- Reading selected literature to explore how fundamental British values—such as mutual respect, individual liberty, and tolerance—foster empathy, inclusivity, and emotional wellbeing in our society.
- Differences in life circumstances, opportunities, and emotional burdens faced by the characters in Ghost.

PSHE AND OTHER SUBJECTS

PSHE:

- **Global Inequality:** many children globally have their basic needs unmet due to different economic backgrounds and challenges.
- **Differing Lives:** They explore the different experiences and daily realities of children in other countries.
- **Global Citizenship:** The goal is to develop empathy and a sense of responsibility as a global citizen, recognizing the moral obligation to advocate for and ensure the well-being of all children worldwide.

PE

- **Gender-** Understand that all genders have different fitness levels and often do different exercises but all have the same purpose

French

- Learning about different hobbies and that girls and boys can participate in them all equally

Music:

- The children will perform a class piece of music to a young year group.



Year 6 - Autumn 1



Geography

- Utilising OS maps, scales, latitude/longitude, and digital mapping to locate biomes, climate zones, and key physical and human features.
- Fieldwork & Data Analysis: Designing enquiries, collecting qualitative and quantitative data within the local area, and presenting conclusions through sketch maps, graphs, and geographical reasoning.

RE

- Virtual Travel: They virtually explore global sacred sites, using maps and images to act as geographers and historians.
- Empathy Skills: They imagine and understand the feelings and motivations of believers (e.g., during pilgrimage) to build perspective-taking skills.
- Source Analysis: They investigate and analyze primary sources (texts, virtual visits) to learn about the culture and beliefs connected to these holy places.
- Respectful Dialogue: They gain experience in informed discussion, practicing how to articulate views respectfully about complex topics like faith and significance.

SCIENCE

- Planning fair tests on real-life circuits—predicting, controlling variables, and taking repeat measurements to ensure data reliability.
- Recording data in standard tables, calculating means, drawing recognised circuit symbols, and evaluating methods to identify anomalies or improvements.

PSHE AND OTHER SUBJECTS

Reading

- Performance through reciting
- Going to the library

PSHE

Jigsaw - watching video of children in Ghana on cocoa plantations.

French

- Writing and speaking complex sentences, sharing opinions

Music

- learning how to apply performing skills to a new piece of music.

PE

- Using communication skills previously lessons to help others with techniques during Fitness lesson and Football.