

Subject Areas	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Linked Learning – Earth & Space	Linked Learning – Anglo Saxons Linked Learning - Forces	Linked Learning – Vikings – How to Train Your Dragon		Linked Learning – Harry Potter	
English	<ul style="list-style-type: none"> AFL information texts, Information text on space, Recounts based on space and moon landings, News broadcasts – moon landings, Baboon on the moon – film narrative, Space poetry <p><u>Texts:</u></p> <ul style="list-style-type: none"> Baboon on the Moon, <p><u>Guided reading texts:</u></p> <ul style="list-style-type: none"> Double Act, Space poetry, Space Non-Chron 	<ul style="list-style-type: none"> Jacqueline Wilson/Michael Morpurgo – significant authors, Highwayman – narrative poetry, Performance poetry, Archaic language <p><u>Texts:</u></p> <ul style="list-style-type: none"> Highwayman <p><u>Guided reading texts:</u></p> <ul style="list-style-type: none"> Space Non-chron – finishing, The Wreck of the Zephyr, The Wreak of the the Zanzibar, Toms Sausage Lion, Cool 	<ul style="list-style-type: none"> Play scripts Speech punctuation The Piano – film narrative Flashback story The Penguin – viewpoints and film narrative Explanation – science/forces <p><u>Texts:</u></p> <ul style="list-style-type: none"> Angel of Nitshil Road – play script Piano – Aiden Gibbons APP – Wilder beasts - play scripts <p><u>Guided reading texts:</u></p> <ul style="list-style-type: none"> Play scripts 	<ul style="list-style-type: none"> Writing stories in chapters, How to Train your Dragon by Cressida Cowell, News reports Archaic language, Debate on How to Train your Dragon – should dragons be controlled? Instructions Stories from other cultures – Viking Links to Myths and Legends - Beowulf and Thor, Poetry – simile, metaphor, personification and alliteration Character profiles – HTTYD Biographies- linking paragraphs Writing in the style of an author, <p><u>Texts:</u></p> <ul style="list-style-type: none"> How to Train your Dragon <p><u>Guided reading texts:</u></p> <ul style="list-style-type: none"> How to Train your Dragon, Beowulf 	<ul style="list-style-type: none"> Persuasive writing, Advertisement, Instructions APP – Healthy snack, Scripted adverts APP Charlie and the Chocolate Factory theme fortnight - linked the geography, rainforests, Research on rainforests, Explanations APP, Harry Potter – description, Leaflets, Writing scenes in Harry Potter, Writing riddles, Scripted adverts Making a book on William Morris – presentational work. <p><u>Texts:</u></p> <ul style="list-style-type: none"> Harry Potter and the Philosophers Stone <p><u>Guided reading texts:</u></p> <ul style="list-style-type: none"> Instructions – Non-fiction 	
Maths	<ul style="list-style-type: none"> Counting, partitioning and calculating Number facts and understanding shape Data handling/statistics Calculating, measuring and understanding shape Securing number facts, relationships and calculating – fractions Roman numerals 	<ul style="list-style-type: none"> Counting, partitioning and calculating Securing number facts and understanding shape Handling Data and Measures Calculating, measuring and understanding shape Number facts, relationships and calculating Roman Numerals 	<ul style="list-style-type: none"> Counting, partitioning and calculating Securing number facts and understanding shape Measure, problem solving, processing and representing data and interpreting data Counting, partitioning and calculating Securing number facts, relationships and calculating Additional sessions/review 			
Science	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Properties and changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p>Animals and humans</p> <p>Describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty.</p> <p>Non-Statutory guidelines – observing change throughout the year</p> <ul style="list-style-type: none"> Experiments that involve children growing their own plants in different conditions and observing the changes over not just these two terms but throughout the year, so they can closely monitor changes throughout seasons, weather and time. 			

		<ul style="list-style-type: none"> demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	
<p>Working Scientifically – main focus areas</p>	<p>Children will investigate:</p> <ul style="list-style-type: none"> How is the size of shadow affected by the time of day/distance from light source/brightness of light source? How does the position of the Sun change during the day? How does the shape of the moon appear to change over a month? How does day length change through a term/year? <p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> Comparing the time of day at different places on the Earth through research, creating simple models of the solar system (possible homework task), constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. 	<p>Children will investigate:</p> <ul style="list-style-type: none"> How does type of material/weight added/shape/ making holes affect the falling time of a parachute? How does moving the fulcrum on a lever affect the force needed to move an object? What factors affect the sag of a simple beam bridge? What affects the height bounced by a ball? What affects the time for different Plasticine shapes to fall in water? How does air resistance affect our ability to run? <p>Pupils will work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They will explore resistance in water by making and testing boats of different shapes.</p> <p>Make levers and explore their effects.</p> <p>Pupils will investigate:</p> <ul style="list-style-type: none"> How evaporation of a liquid is affected by size of container/ temperature? How is boiling time of water affected by adding salt? Do all liquids evaporate at the same rate? - salt water, vinegar, cooking oil, milk, aftershave lotion <p>Pupils will work scientifically by: carrying out tests to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They will observe and compare the changes that take place, for example when burning different materials or baking bread or cakes.</p>	<p>Children will investigate:</p> <ul style="list-style-type: none"> What do seeds require in order to germinate? How does the ovary of a flower change as the flower wilts? Which animals have the longest gestation period? <p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest - link to Mayan rainforests), asking pertinent questions and suggesting reasons for similarities and differences. They will grow plants, observe the changes and identify the key factors in germination.
<p>Art & Design</p>	<p>Work of William Morris</p> <ul style="list-style-type: none"> Look at repeating patterns and tessellations in math's and ICT and then look at work of Morris on flowers. 	<p>Link to Literacy and history – Highwayman & Bayeux Tapestry</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and painting 	<p>Mayan artwork - link to history/geography, comparing other cultures/environments</p> <ul style="list-style-type: none"> Investigating features of Mayan artwork and using research to make a sculpture out of clay.

	<ul style="list-style-type: none"> Use digital photography – photos plants – repeat patterns and alter colours to make repeating effect. Sketching plants – science link to parts of a plant. Research historical period and how it fits within history. Fabric work – block printing. Outdoor learning – chalking on playground – exploring colour. 	<p>with a range of materials [for example, pencil, charcoal, paint,]</p> <ul style="list-style-type: none"> about great artists, Charles Keeping 		<ul style="list-style-type: none"> Work linked to Iceland Paint and pastel techniques – drawing and painting work inspired by Northern lights. Wax crayon and paint effects. 	
Computing	<ul style="list-style-type: none"> Spreadsheets – link to science and maths - averages <p>Research</p> <ul style="list-style-type: none"> 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 Digital photography manipulating and altering pictures – art work linked William Morris. 	<p>Research</p> <ul style="list-style-type: none"> 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 <p>Use “Scratch” to develop basic programming skills – link to Dragon</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 use sequence, selection, and repetition in programs; work with variables and various forms of input and output <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>Film Making</p> <ul style="list-style-type: none"> 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. 	
Safety – including e-safety	<p>E-Safety – Strong Passwords (privacy and security) – Create strong passwords to protect</p>	<p>Safety when using tools for making CAM toys, how to properly use:</p> <ul style="list-style-type: none"> c.Hand drills, Hand saws, The importance of why adults only use the glue guns <p>Making sure they look around before moving, checking things haven’t fallen on to the floor, they are not going to hit/pock anyone with the doweling rod et</p> <p>E-Safety – Picture Perfect, digitally altering photos</p>	<p>Road safety – linked to bike ability How to stay safe on the roads.</p> <p>Picture perfect reviewed in SEAL on Good to be Me (relationships and communication and self-image and identity)</p>	<p>E-safety – Digital Citizenship Pledge – linked to work in SEAL, (relationships and communications and self-image and identity) E-Safety – You’ve-‘e won a Prize (Privacy and security) – children learn about spam, what forms it takes</p>	<p>E-Safety – How to Cite a site (Information Literacy) – linked to work on Habitats and Living Things</p>
	Safety in the kitchen				
Design & Technology	<p>Begin to look at CAM toy - design</p> <p><i>Design:</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas 	<p>CAM toy – mechanisms</p> <p><i>Make:</i></p> <ul style="list-style-type: none"> They extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut accurately. 		<p>Healthy Snacks</p> <p>Children will make a healthy cereal bar using a variety of dried fruits. This will link to the literacy work on instructions and persuasive writing. The children will pitch their product to the class – group activity.</p> <p><i>Design</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded 	

<p>through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> • Look at other CAM products and evaluate their usefulness, for example, do they work effectively? What CAM mechanisms (out of the three) have been used and why? What parts of the toy will move and looking at whether these ideas are workable. • This will then inform the children's design ideas and final products. • Children learn about controlling movement with a cam mechanism as part of a simple toy. <p>Refer to term 2 for more detail on the making and evaluating of a CAM toy</p>	<ul style="list-style-type: none"> • Equipment that will be used: hand drills to create the holes in the CAMS, hand saws to cut the doweling rod (used properly to avoid doweling splitting), glue guns (to be used by adults only) and glue. • Material that will be used: card for the CAM boxes, designs and for strengthening purposes, wood (for those whose needs strengthening), Doweling rod for the axel, wooden CAMS and any decorative materials the children chose to use. • Through these activities they gain an understanding of the working characteristics of the materials and components and how they can be combined to create more useful properties. • They consider both functional and decorative attributes in a finished product. 		<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> • Look at other packaging/products and evaluate their usefulness, for example, do they have all the relevant information (ingredients, allergy advice etc), eye catching titles, slogans – link to literacy, advertisement. This will then inform the children's design ideas and final products. <p><i>Make</i></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Please refer to cooking and nutrition section for a more detailed explanation of the product.</p> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	<p>Parachute Children make a parachute using their understanding of forces – science link.</p>		

Cooking & nutrition	<p>Pumpkin Soup – linked to foods grown in this area at this time of year – local study link How is it made? Why is it made? (local farmers)</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savory dishes using a range of cooking techniques understand seasonality, what foods are grown in this area at this time of the year, and know where and how a variety of ingredients are grown, reared, caught and processed – link to local study <p>Not covered yet</p>	<p>Saxon Oat biscuits</p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques. Understand and apply the principles of a healthy and varied diet <p>It covers the following:</p> <ul style="list-style-type: none"> Dissolving Local products – links to locality 	<p>Healthy Snacks – cereal bars – Link to DT topic Children will make a healthy cereal bar using a variety of dried fruits. This will link to the literacy work on instructions and persuasive writing. The children will pitch their product to the class – group activity.</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savory dishes using a range of cooking techniques Test and choose own ingredients based on market research Experiment with different recipes looking at texture, flavor and appeal Combine ingredients that complement each other Create their own shape and design for their cereal bar
Geography	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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 <p>Vikings – to create a Viking village based on historical research and geographical locations – linked to ICT</p> <ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>However, geographical skills and wider geographical knowledge to be on-going and reviewed throughout this time.</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key symbols - Maths link <p>Locate the world’s countries, using maps to focus on Europe (including the location of Iceland)</p>		<p>Focus on Iceland</p> <ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, Linked to topic in science on Earth and Space. Making a comparison on how life is different in Britain and Iceland – for example, length of the day. Comparison with Spalding – how our life is different <p>Need to add detail</p>
History	<p>Invaders and Settlers A small section to be covered looking at:</p> <ul style="list-style-type: none"> Why people move away from their homes What effect that has on the culture New words that are derived from invaders New settlements <p>Move on to start Anglo-Saxons topic as this is where it ties in with invaders and settlers</p> <p>Anglo Saxons</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England to 	<p>Vikings</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Settlements Religion Culture Fight for power <p>Myths/legends derived from this period</p>	<p>Local Study –</p> <p>Compare Local area with Scandinavian town.</p> <p>Mayan – compare culture – Link to similar time period in Europe</p> <p>Chocolate link</p>

	<p>the time of Edward the Confessor</p> <ul style="list-style-type: none"> Religion Culture – words, traditions/beliefs Invasion of the Vikings <p>Myths/legends derived from this time</p>				
Historical skills focus	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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. <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> 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. <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	
Languages					
Music	<p>Planets by Holst</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Create Anglo Saxon / Viking songs</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 improvise and compose music for a range of purposes using the interrelated dimensions of music use and understand staff and other musical notations <p>develop an understanding of the history of music Viking Songs</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 improvise and compose music for a range of purposes using the interrelated dimensions of music use and understand staff and other musical notations develop an understanding of the history of music 	<p>Learning a musical instrument ??</p> <p>Samba lessons?</p>		
Physical education	<p>Dance linked to “Planets” by Holst.</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Develop an understanding of safety using the apparatus Independence developed when setting up equipment Compare their balances/small ‘performances’ with previous ones and demonstrate improvement to achieve their best. 	<p>Dance Val Sabin Unit What a card</p> <ul style="list-style-type: none"> Children learn motifs Draw ideas from what they have read/learned in literacy Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		
	<p>Tag Rugby</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, 	<p>Hockey</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending 	<p>Rounder’s & Cricket</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and 		

	<ul style="list-style-type: none"> badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Children will learn how to hold the stick, how to dribble, passing and shooting and how to defend. They will play small sided games and evaluate each other's performances, learning the basic rules and umpiring skills. 	<ul style="list-style-type: none"> defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children will learn skills that will enable them to play both roles of fielding and batting as well as umpiring skills to lead a game. 			
Religious Education	<p>Caring Christian Community. Children explore:-</p> <ul style="list-style-type: none"> - what being a Christian means and how it effects how someone lives their life and discuss their own beliefs and morals and how that affects how they live their lives. Look at the importance of the church in the life of a Christian and examine places that are special to them. Look at the importance of stillness and prayer and reflection in the life of a Christian and reflect on their own places for quiet/ times to think. Look at the word 'caring' – examine sources of authority/ teachings that illustrate this – talk about care in the community. Children discuss how we can work both as an individual and as a team to help people in school when they need caring for. Reflect upon what a community is and how different people might serve that community. To think about the communities they belong to, how they benefit themselves and others. <p>Christmas- Children explore the celebration of Christmas.</p>	<p>Hindu Belief and Lifestyle – incorporating Diwali.</p> <p>Exploring children's existing knowledge of Hinduism, Brahman & Hindu gods and goddesses. Children learn that the Hindus believe there is one supreme, great power or 'universal spirit' and this is 'Brahman', who does not take any human form or characteristics.</p> <p>Learn that the sacred symbol used to represent Brahman is called Aum. Hindu prayers begin with this sound. Learn that Hindus believe that this power can be best understood through the worship of Hindu gods and goddesses. Know there are 3 deities which Hindus believe help them to best understand aspects of Brahman</p> <p>Brahma - the creator god Vishnu - the preserver and maintainer of life Shiva - the destroyer - god of life, death and rebirth Together they are know as 'Trimurti'</p> <ul style="list-style-type: none"> - Learn about some of the other gods and goddesses that form part of Hindu worship e.g. Krishna, Ganesha, Lakshmi, Kali, Hanuman. <p>Hindu Worship</p> <ul style="list-style-type: none"> - Learn that Hindu worship of gods/goddesses is called 'puja' and this can take place in the home or the Hindu temple (Mandir). <p>Children find out about Ghandi and how his beliefs influenced his actions.</p> <p>Explore their own beliefs/ special places and quiet times of reflection as well as their own duties.</p> <p>Hindu visitor - Sunita Patel to look at Hindu dance/ Gods and worship.</p> <p>Look at key festivals in the Hindu year and compare and contrast with Christian festivals.</p> <p>Children look at similarities and differences within Christian and Hinduism.</p>	<p>Beautiful World/ wonderful God.</p> <ul style="list-style-type: none"> - Start with natural objects from the local environment or a visit to a local natural environment - discuss what is beautiful and how it came to be there. - Talk about why some things are beautiful to some people. Give reasons why not all people find the same things attractive. - Give opportunities for the children to explore the wider world outside of their immediate experience eg. natural wonders, volcanoes, deep sea, space, polar regions, rain forests, favourite animals, birds and plants etc. - Explore how various groups of people throughout history have explained how the world came to be in existence. - Children discuss perfect world, what would they leave in and what would they take out? - Tell the Biblical story of the Garden of Eden, Adam and Eve's responsibilities to the world and their disobedience of God's rule (Genesis 3). - Explore ways in which we can actively care for our world, starting with our own school grounds, moving on to the local environment and the wider world. - Explore Environmental issues and discuss the concept that God is all around us and we can sense God in nature. Who believes this? Who does not? - Consider ways in which artists, poets, musicians throughout history have responded to the natural world through their particular artistic talents. - Look at some religious festivals focusing on giving thanks for the natural world. - Consider the ways in which different religions teach their followers to care for the world Children can bring their own natural object in to discuss why it is essential to preserve. - Write a comment on the natural world as it is now - the importance of protecting and caring for it and in the home - put this response away in a safe place to be opened and read in the future when they are grown up, or display them as "leaves on a tree of the future. 			
PSHE	<p>New Beginnings:</p> <ul style="list-style-type: none"> What are rules (class, school, how they help us), New friends, New environment, How we can all learn best? 	<p>Getting on and falling out:</p> <ul style="list-style-type: none"> How sometimes it's natural for people to fall out, Looking at possible reasons why this happens, How to avoid these situations, What should you do in this situation, What bullying actually means (difference between a fall out and a repeated cycle of bullying), How can you help someone, Who can you go to for help? 	<p>Going for goals:</p> <ul style="list-style-type: none"> Looking at people we admire, What have they achieved in their lives, how? How can you achieve your goals? Setting themselves a challenge to achieve something within a week, How did it feel to achieve/not quite get there? Teaching and learning a new skill 	<p>Good to be me:</p> <ul style="list-style-type: none"> Looking at how our feelings can change, Comparing yourself to someone else who you preserve to be better than you, Everybody is different 	<p>Relationships:</p> <ul style="list-style-type: none"> Stereotyping, Don't put me down, Emotional feelings, - what are they? Why are they happening? Pick me up Embarrassment 	<p>Puberty talks:</p> <ul style="list-style-type: none"> Friendship (covered all together) Emotional changes (covered all together) Hygiene (covered all together) Girl talk (Julia) Boy talk (Hannah)