

Long Term Planning 2023-24

Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Topic Theme</b>	<b>DETECTIVES</b>	<b>FIRE AND FLAME</b>	<b>ADVENTURERS</b>	<b>ADVENTURES IN THE RAINFOREST</b>	<b>SPACE ADVENTURES</b>	<b>SPACE ADVENTURES</b>
	<b>Text Drivers</b>	Hoot Owl by Sean Taylor Little Red Riding Hood Wolves by Emily Gravitt	The Great Fire of London Samuel Pepys by Paul Harrison Tell me a Dragon by Jackie Morris	The Tunnel by Anthony Brown The Extraordinary Life of Mary Seacole by N Redgrave and E Harris Poetry for Kids - Emily Dickinson	The Great Kapok Tree by Lynne Cherry Rainforests in 30 seconds by J Green The Trouble with Dragons by Debbi Giori	Rocket Girl by Didi Dragon Space in 30 Seconds by Clive Gifford	Spaced out by B. Mosses and J. Carter Space In 30 Seconds by C Gifford
English	<b>Outcomes</b>	<b>Story (structured)</b> Hoot Owl Descriptive writing and storytelling. Outcome: To follow the story line flow adapting the use of a character and adjectives. With the same story problem and resolution.  <b>Diary (guided) (fictional recount)</b> Fairy-tales - Little Red Riding Hood Outcome: To use different sentence types, including statements,	<b>Diary (factual recount)</b> Gfol diary account (History link) Outcome: To develop some use of past tense in relation to history. Good use of different sentence types, including statements, questions and exclamatory sentences. Some independent use of coherent narratives.  <b>Non-chronological report (structured)</b>	<b>Poetry (developing independent)</b> Winter poems Acrostic Outcome: To use adjectives and adverbs, consider words that start with the letter of your word, consideration for rhyme.  <b>Letter (structured independence)</b> Mary Seacole - Letter Outcome: To layout a letter in the correct format (building on	<b>Story (opening and ending with independence)</b> Rainforest - Kapok Tree - recalling and re-writing a story Outcome: To write a descriptive story with use of language including good use of adjectives and adverbs. Thought for story opening and ending with anticipation. Consideration for coherence and with independence.	<b>Instruction writing (independent)</b> DT Link- Rovers Outcome: To use stronger imperative verbs and time connectives. Ordered steps, with more specific details and positional language.  <b>Story (independence)</b> The Darkest Dark - Story writing Outcome: To write a descriptive story with use of language including good use of adjectives and adverbs. Clear	<b>Non-chronological report (independent)</b> Space report Outcome: To produce a Non-Chronological Report independently using all their taught skills of - Report organisation with headings, Commas in a list, consistency of language and coherence. And factual information.  <b>Poetry (independent)</b> Planet poetry - Using the space facts -

		<p>questions and exclamatory sentences. Guided use of coherent narratives. Developing a consistent use of past tense using the -ed suffix.</p> <p><b>Instruction writing (guided)</b> How to catch a wolf. Outcome: guided use of imperative verbs and time connectives (increased range from year one). Ordered steps, with positional language.</p> <p><b>Report (guided)</b> Wolf facts Outcome: To produce a Non-Chronological Report with guidance - Guided facts (knowledge of factual information), starting to use some commas in a list, guided organisation and headings.</p> <p><b>Reading: Word Level</b> Outcome: To read and re-read books at</p>	<p>Outcome: To produce a Non-Chronological Report with developing independence - Guided organisation of learnt facts with given headings, encouraging independent use of commas in a list. Guided coherence. Encouraging independent use of using past tense.</p> <p><b>Instruction writing (developing independence)</b> DT link - Instruction writing - stockings Outcome: To develop independence, using stronger imperative verbs and time connectives. To use ordered steps, with more specific details and positional language.</p> <p><b>Descriptive writing</b> Outcome: To write a short narrative using good descriptive vocabulary.</p>	<p>independence). Build on use of suffixes to include -er and est. Guided use of contractions.</p> <p><b>Story (ending)</b> The Tunnel - inferencing to tell the story of the part we didn't find out. - Outcome: To write a descriptive story with developing use of language including good adjectives and adverbs. Guided problem from the text with own resolution. Thought for story opening and ending. Guided coherence and developing independence.</p> <p><b>Reading: Word Level</b> Outcome: To decode with more ease, reading words containing common graphemes and independently reading most year two common exception words.</p>	<p><b>Non-chronological report (Mostly independent)</b> Rainforest report Outcome: To produce a Non-Chronological Report with independence - Mostly organised correctly with headings, independent use of commas in a list, consideration for coherence and factual information. Guided support in using subordination.</p> <p><b>Letter (to develop independence)</b> Letter to Brazils President and parents. (persuasive writing) Outcome: To layout a letter in the correct format (building on independence). Build on use of suffixes to include -er and est. More independent use of contractions. To use persuasive language. Some independence in using subordination to enhance persuasion.</p>	<p>problem and resolution. Thought for story opening and ending. Coherent and independent.</p> <p><b>Recount (independence)</b> Recount of trip Outcome: Children to write simple, coherent narrative about their personal experience. Use of layout and headings. Independent use of time conjunctions.</p> <p><b>Reading: Word Level</b> Outcome: To start to have automaticity and fluency in reading, focusing on expression and how the text should be read. To read words with two or more syllables independently, using some sounding where needed. To be able to read most Year 1 and 2 common exceptions words independently and fluently.</p>	<p>rhyming or non-rhyming. Outcome: To produce one stanza, using our descriptive language.</p> <p><b>Reading comprehension Non-fiction space</b> Outcome: To ask and answer questions independently, finding the exact wording. To know where to find meanings of words within a non-fiction book and to use a dictionary with some support to find the meaning of other words.</p> <p><b>Reading: Word Level</b> Outcome: To read accurately most words of two or more syllables. To read most texts quickly, fluently, reading most common exception words and those containing common suffixes taught. To look more closely at words and observing patterns within words.</p>
--	--	---	--	--	---	--	--

		<p>own pace, considering how much decoding is needed and focusing on one main sound in a book. To know many Year 1 common exception words and read words containing the common graphemes I have been taught.</p> <p><b>Spelling, grammar and punctuation</b> In this term we look mainly at</p> <ul style="list-style-type: none"> <li>- Using their phonic knowledge to spell some words correctly</li> <li>- Practice of new year two common exception words.</li> <li>- -ed suffix</li> <li>- Imperative verbs</li> <li>- Expanded noun phrases</li> <li>- Different sentence types including; questions, exclamatory and commands.</li> <li>- Question marks</li> <li>- Exclamation marks</li> </ul>	<p><b>Poetry (guided)</b> Dragon List poetry Outcome: To use poetry language applying their adjectives and adverbs to poetry.</p> <p><b>Spelling, grammar and punctuation</b> In this term we look mainly at</p> <ul style="list-style-type: none"> <li>- Spelling some common exception words.</li> <li>- -ed and -ing suffix</li> <li>- -ly, er suffix,</li> <li>- Commas in a list</li> <li>- Use question marks</li> </ul>	<p><b>Spelling, grammar and punctuation</b> In this term we look mainly at</p> <ul style="list-style-type: none"> <li>- Spelling common exception words</li> <li>- Learn new spellings by using spellings they already know (polysyllabic words)</li> <li>- -er, est, -ness, fully suffix</li> <li>- Contractions</li> <li>- using exclamation marks</li> </ul>	<p><b>Reading: Word Level</b> Outcome: To independently read most books with ease. To use decoding where needed and to be able to talk clearly and precisely about what they are reading. To read some words with two or more syllables containing the Sounds Write Extended Code taught so far. To read many common exception words.</p> <p><b>Spelling, grammar and punctuation</b> In this term we look mainly at</p> <ul style="list-style-type: none"> <li>- Use spelling rules</li> <li>- Subordination</li> <li>- Learn new spellings by using spellings they already know (polysyllabic words)</li> <li>-</li> <li>- Commas in a list</li> <li>- Contractions</li> <li>- Using question marks</li> </ul>	<p><b>Spelling, grammar and punctuation</b> In this term we look mainly at</p> <ul style="list-style-type: none"> <li>- Time conjunctions</li> <li>- Imperative verbs</li> <li>- Possessive apostrophe</li> <li>- Subordination</li> <li>- Use of suffixes taught within writing.</li> <li>- add suffixes -ment, -ness, -ful, -less, -ly to longer words</li> <li>- Contractions</li> <li>- Possession (singular)</li> </ul>	<p><b>Spelling, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>- spell many common exception words.</li> <li>- make plausible attempts at other spellings.</li> <li>- use co-ordination (or, but, and) and subordination (when, if, that, because) to join clauses.</li> <li>- add suffixes -ment, -ness, -ful, -less, -ly to longer words</li> <li>- use past and present tense mostly correctly and consistently.</li> <li>- use familiar punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and possessive (singular)).</li> </ul>
--	--	--	--	---	--	--	---

		<ul style="list-style-type: none"> <li>- Reminder of capital letters for proper nouns.</li> <li>- Time conjunctions</li> </ul>					
<b>Reading Spines</b>							
<b>Reading</b>	<p><b>Reading: Comprehension</b> Outcome: To predict what might happen next within books I have read and those I have listened to. To begin to identify favourite words and phrases with books read by others.</p> <p><b>Comparison of two texts</b> Outcome: To begin to identify the sequence of events and retell stories, including identifying the characters, setting and plot. To find similarities and differences within two texts with</p>	<p><b>Reading: Word Level</b> Outcome: To re-read books to build fluency and confidence. To read all common graphemes taught and recognise their alternative sounds. To read many common words containing these graphemes and common exception words taught in Year 1.</p> <p><b>Reading comprehension</b> <b>Comparison of two texts</b> Outcome: To find similarities and</p>	<p><b>Reading: Comprehension Poetry</b> Outcome: To read a range of poetry and discuss the language within the poem. To listen and perform poetry. To consider what the poem means and answering some questions on the poems meaning and language. Find and discuss recurring language.</p> <p><b>Answering questions based on non-fiction texts</b> Outcome: To show a clear understanding between fiction and non-fiction. To be</p>	<p><b>Reading: Comprehension Reading texts and finding answers.</b> Outcome: To ask and answer questions about a variety of both fiction and non-fiction texts in a variety of ways, building independency and complexity of questioning over the term.</p> <p><b>Questioning and Inferencing</b> Outcome: To answer questions and make inferences based upon what is being said and done, within books read to me. To be able to find answers from</p>	<p><b>Reading: Comprehension Reading for pleasure (fiction)</b> Outcome: To ask and answer questions on a variety of books. To participate in discussions about books the class have read. To talk about the order of events with confidence and how information is related. To discuss books beyond a level that they are able to read. Share favourite books with peers and create a review for books that have been enjoyed.</p>	<p><b>Reading: Comprehension Poetry</b> To identify recurring language within a text and consider why an author has done this.</p> <p><b>Reading for pleasure and information</b> Outcome: To want to find out more information through reading and independently finding the correct book for that.</p> <p><b>Comparing stories</b> Outcome: To find similarities and differences between texts.</p>	

	<p>supporting adults and talk about them as a group.</p> <p><b>Emotion of books</b> Outcome: To discuss and talk about what we have learnt about the characters, what they are feeling and how we know. (PSHE link)</p>	<p>differences within two texts in order to develop questioning and making links between stories.</p> <p><b>Poetry</b> To begin to recognise some simple recurring literary language in poetry and stories. To discuss a range of poetry.</p> <p><b>Non-fiction Text</b> To begin to discuss and express views of books read by an adult.</p>	<p>able to talk about the structure of non-fiction books and how they differ from fiction books.</p> <p>To begin to find answers from within text read to me and to discuss text I have read.</p> <p><b>Inferencing</b> Outcome: To infer based on what we read with support. To know there is a difference between inferring and predicting.</p>	<p>within text with developing independence.</p> <p><b>Enjoyment of reading and discussing a variety of books</b> Outcome: To read a variety of books and discuss what they enjoyed about the book. To talk about what you have read and what we are learning about the characters within a range of genres. To develop their understanding of word meanings and vocabulary.</p>		
<b>Handwriting</b>	<p><b>Red Strand:</b> Outcome: To review writing positions.</p> <p><b>Yellow Strand:</b> Outcome: To be able to form lower-case letters in the correct direction, starting and finishing in the right place. To use spacing between words.</p> <p><b>Green Strand:</b> Outcome: To pick up a pencil using the</p>	<p><b>Red Strand:</b> Outcome: To review strength and dexterity.</p> <p><b>Yellow Strand:</b> Outcome: To form capital letters and numbers correctly. To form lower-case letters of the correct size in relation to one another in some of my writing using spaces between words.</p>	<p><b>Red Strand:</b> Outcome: To use my fine motor skills to increase my pencil hold.</p> <p><b>Yellow Strand:</b> Outcome: To revise letter families for joining (letter pairs). To start to use spacing between words that reflect the size of the letters.</p> <p><b>Green Strand:</b></p>	<p><b>Red Strand:</b> Outcome: To show my strength when holding animal positions.</p> <p><b>Yellow Strand:</b> Outcome: To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To revise letter families for joining (letter pairs).</p>	<p><b>Red Strand:</b> Outcome: To show my strength when holding my pencil.</p> <p><b>Yellow Strand:</b> Outcome: To use spacing between words that reflect the size of the letters. To apply letter pairing to joining.</p> <p><b>Green Strand:</b></p>	<p><b>Red Strand</b> Outcome: To apply my strength and dexterity to my writing.</p> <p><b>Yellow Strand</b> Outcome: To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. To use some diagonal and horizontal strokes to join letter pairs.</p>

	<p>correct pencil hold. To review our ability to sustain my pencil hold when writing a sentence.</p> <p><b>Blue Strand:</b> Outcome: To show my speed and flow when creating doodle patterns.</p>	<p><b>Green Strand:</b> Outcome: To pick up a pencil using the correct pencil hold sustaining my hold for a minimum of a sentence.</p> <p><b>Blue Strand:</b> Outcome: To show my knowledge of the letter family patterns.</p>	<p>Outcome: To use my pencil hold correctly when writing 2 or more sentences.</p> <p><b>Blue Strand:</b> Outcome: To start to understand that letters can be joined together using our handwriting letter flicks.</p>	<p><b>Green Strand:</b> Outcome: To sustain my pencil hold for longer by doing my own pencil checks - 2 to 3 sentences.</p> <p><b>Blue Strand:</b> Outcome: To start to use diagonal and horizontal strokes to join letters.</p>	<p>Outcome: To use my pencil hold with automaticity.</p> <p><b>Blue Strand:</b> Outcome: To develop my joining skills.</p>	<p>Understanding which letters are best left un-joined.</p> <p><b>Green Strand:</b> Outcome: To be able to hold my pencil in the correct position to writing a whole piece of writing (page).</p> <p><b>Blue Stand:</b> Outstand: To use my joining patterns confidently.</p>
<p><b>Other Texts</b></p>	<ul style="list-style-type: none"> <li>• Little Red and the Very Hungry Lion</li> <li>• Exploring the World of Wolves</li> <li>• Gray Wolves</li> </ul> <p><b>Enjoyment for reading</b></p> <p><b>Fiction</b> The Detective Dog by Julia Donaldson The Tin Forest by H ward</p>	<ul style="list-style-type: none"> <li>• George and the Dragon by Christopher Wormell</li> </ul> <p><b>Enjoyment for reading</b></p> <p><b>Fiction</b> The Dragon Machine buy H Ward The Trouble with Dragons by D Gilon Dragonology The complete book of Dragons by D Steer</p>	<ul style="list-style-type: none"> <li>• Roberts Frost 15 Winter Poems for Children</li> <li>• Poetry for Kids by R Frost</li> </ul> <p><b>Enjoyment for reading</b></p> <p><b>Non-Fiction</b> Coming to England by Floella Benjamin</p> <p><b>Fiction</b></p>	<ul style="list-style-type: none"> <li>• Amazon by Eyewitness</li> </ul> <p><b>Enjoyment for reading</b></p> <p><b>Fiction</b> The Last Tree by Emily Haworth-Booth We're Roaming in the Rainforest by L Krebs and A Wilson The Rainforest Grew All Around By S Mitchell Buddy's Rainforest Rescue by E Jackson and L Callwood</p>	<ul style="list-style-type: none"> <li>• Super Cool Space Facts by B Betts.</li> </ul> <p><b>Enjoyment for reading</b></p> <p><b>Fiction</b> The way back Home by Oliver Jeffers Here we are by Oliver Jeffers Man on the Moon by Simon Bartram Martian Rock by C Diggory Sheilds</p>	<ul style="list-style-type: none"> <li>• Space by Eyewitness</li> <li>• 100 Facts Exploring Space</li> <li>• Tim Peake Hello is this Planet Earth</li> <li>• Curiosity by Markus Motem</li> <li>• This is not my hat by Jon Klassen</li> <li>• I want my hat back by Jon Klassen</li> </ul>



		<p>OOPS by C Mc Naughton The True Story of the 3 Little Pigs by J Scieszka The Wolf's Story by T Forward Danny Champion of the world by Roald Dahl James and the Giant Peach by Roald Dahl</p>	<p>The Snow Dragon by A Elphinstone George's Marvellous Medicine by Roald Dahl Fantastic Mr Fox by Roald Dahl Dragon Sitter by J Lace</p> <p><b>Poetry</b> 100 Best Poems for Children by R Mcgough</p>	<p>Into The Woods by Anthony Brown What If.. By Anthony Bro</p> <p><b>Poetry</b> Ted Hughes Collected Poems for Children by T Hughes. Lost words Jackie Morris</p>	<p>The Trouble with Dragons By Debi Gliori Once Upon a Jungle by L Knowles and J Boast</p>	<p>Toys in Space by Mini Grey</p> <p><b>Poetry</b> 100 Best Poems for Children by R Mcgough</p>	<ul style="list-style-type: none"> <li>We found a hat by Jon Klassen</li> </ul> <p><b>Enjoyment for reading</b></p> <p><b>Non-fiction</b> I Wonder Why The Sun Rises I Wonder Why Stars Twinkle See inside Space by K Daynes</p>
<b>Mathematics</b>	Objective	<p><b>Number &amp; place value</b> Outcome: To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. To recognise numbers to 100. To partition two-digit numbers into different combinations of tens and ones. To explain their thinking verbally, in pictures or using apparatus.</p> <p><b>Counting in 10's</b></p>	<p><b>Addition and subtraction:</b> outcome: To add and subtract two-digit numbers and ones and two-digit numbers and tens, explaining their method verbally in pictures or using apparatus. Developing a knowledge of independent bridging of tens, with numbers below 50 Developing a knowledge of independent bridging</p>	<p><b>Times tables, groups of 2 and commutativity</b> Outcome: To count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. To recall multiplication facts for 2, 5 and 10. To demonstrate an understanding of commutativity. Using these facts to solve problems independently.</p>	<p><b>Time - tell and show the time.</b> Outcome: To read the time on a clock to the nearest 15 minutes.</p> <p><b>Geometry: properties of shape</b> Outcome: To name and describe properties of 2d and 3d shapes, including number of sides, vertices, edges, faces and lines of symmetry.</p> <p><b>Introducing fractions</b> Outcome: Beginning to identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape,</p>	<p><b>Fractions</b> Outcome: To identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape, and know that all parts must be equal parts of a whole.</p> <p><b>Adding two digit and two-digit numbers.</b> Outcome: To add any 2 two-digit numbers using an efficient strategy, explaining their reasons verbally, in pictures or using apparatus.</p>	<p><b>Revisit addition and subtraction, concepts and calculation procedures.</b></p>

		<p>Count in tens from any given number.</p> <p><b>Doubling and halving</b> To recall doubling and halving facts.</p> <p><b>Addition and subtraction bridging 10</b> Outcome: To bridge ten through adding and subtracting using pictures or apparatus.</p> <p><b>Subtraction as difference.</b> Outcome: To understand the relation between addition and subtraction. To use addition to work out the difference between numbers in order to subtract.</p> <p><b>Addition and subtraction: two digit and single digit numbers.</b> Outcome: To add and subtract two-digit numbers and ones. And two-digit numbers and tens, where no</p>	<p>of tens, with numbers above 50.</p> <p><b>Multiplication representing equal groups.</b> Outcome: To understand that multiplication represents equal groups.</p> <p><b>Groups of 10 and 5, factors 0 and 1.</b> Outcome: To recall multiplication facts for 10 and 5. To understand the factors 0 and 1.</p> <p><b>Measurement</b> Outcome: To be able to read scales in division of ones, two's, fives and tens. To read a scale from zero. To understand standard measurement. To count in 2's, 5's and 10's</p>	<p><b>Doubling and halving - commutativity</b> Outcome: To use doubling and halving facts within problem solving tasks.</p> <p><b>Division</b> Outcome: To use their division facts for 2, 5 and 10. To solve problems independently. Developing understanding of how multiplication can support their division.</p> <p><b>Money</b> Outcome: To understand the value of money and use different coins to make the same amounts.</p> <p><b>Statistics</b> Outcome: To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions,</p>	<p>and know that all parts must be equal parts of a whole.</p> <p><b>Number &amp; place value</b> To read and write numbers in words to 100. To use place value and number facts to solve problems.</p>	<p><b>Subtraction two digit and two-digit numbers</b> Outcome: To subtract any 2 two-digit numbers using an efficient strategy, explaining their reasons verbally, in pictures or using apparatus.</p>	
--	--	--	--	--	---	--	--



		<p>regrouping is required. Explain thinking verbally, in pictures or using apparatus.</p> <p><b>Time intervals</b> Outcome: To develop routines and practical telling of time for daily routines. Knowledge of the clock and its practical use.</p>		<p>through interpreting the data.</p>			
<b>Science</b>	Objectives	<p><b>Animals including humans</b> <b>Wolves facts (English link)</b> Outcomes: To understand that animals including humans have offspring which grow into adults.</p> <p><b>Scientific enquiry: observing, classifying, gathering.</b></p> <p><b>Longitudinal study (throughout year: changes reviewed every season)</b></p>	<p><b>Materials</b> <b>GFOL houses</b> Outcomes: To be able to compare the suitability of different materials for a particular use To describe how the shapes of solid objects made from some materials can change by squashing, bending, twisting and stretching.</p> <p><b>Scientific enquiry: Question:</b> To ask and answer question using scientific language.</p>	<p><b>Plants</b> Outcomes: To observe and describe how seeds and bulbs grow into mature plants. Investigate how plants need water, light and a suitable temperature to grow and stay healthy. To describe the impact of these changes.</p> <p><b>Scientific enquiry: Hydroponics Questioning:</b> To use scientific vocabulary</p>	<p><b>Animals/ living things and their habitats</b> <b>Rainforest</b> Outcomes: To explore and compare the differences between things that are living, dead and never been alive. To identify that most living things have habitats to which they are suited. To describe how different habitats, provide for the basic needs of different types of animals and how they depend upon each other</p>	<p><b>Animals including humans</b> <b>Healthy eating and exercise (dt &amp; pe links)</b> Outcomes: To describe the basic needs of animals including humans for survival. To know the importance for humans to exercise, eating the right amounts of different types of food and hygiene.</p> <p><b>Scientific Enquiry: Question:</b> To use their observations</p>	<p><b>Materials</b> <b>Mars rovers (DT link) making improvements to the wheels/ tracks.</b> Outcomes: To be able to compare the suitability of different materials for a particular use</p> <p><b>Scientific enquiry: creativity and invention</b></p> <p><b>Question:</b> To ask and answer question using scientific language.</p> <p><b>Gather and observe:</b> To compare the</p>

		<p>Outcomes: To observe and describe seasonal changes. To use vocabulary related to the seasons and investigations. To observe changes to their own growth over the year - linked to seasons. (Maths link measuring)</p>	<p><b>Observing, classifying, gathering:</b> To observe and record the changes in material structures together. To use our noticing and questioning skills, to consider similarities and differences.</p>	<p><b>Observing, classifying, gathering:</b> To conduct a simple scientific investigation discussing my thoughts. To observe and record the changes To use our noticing and questioning skills, to consider similarities, differences and patterns.</p> <p><b>Evaluate and conclude:</b> To draw on their observations and noticing skills to make simple conclusions. To consider and answer questions using information from secondary sources.</p>	<p>To identify and name a variety of plants and animals in their habitats, including micro-habitats To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>and ideas to suggest answers to questions</p> <p><b>Gather and observe:</b> To gather and record data to help in answer questions</p>	<p>different uses of materials. To question the suitability of materials. To consider the inventions of John Dunlop.</p> <p><b>Test:</b> To perform simple comparative tests and identify, group and classify</p> <p><b>Evaluate and conclude:</b> To draw on their observations and noticing skills to make simple conclusions. To consider and answer questions using information from secondary sources.</p>
Vocabulary	<p><b>Growth</b> Offspring <b>Born</b> <b>Hatched</b> <b>Mammals</b> Birds Fish</p>	<p><b>Material:</b> Wood, Metal, Plastic, Brick, Rock, Concrete. Glass. Paper Wattle and daub Change</p>	<p><b>Dispersal</b> <b>Nutrient</b> <b>Water</b> <b>Light</b> <b>Wind</b> <b>Stomach</b> <b>Function</b></p>	<p><b>Food Chains</b> <b>Habitat</b> Live <b>Living</b> Dead Alive <b>Environment</b></p>	<p><b>Survival: water, air, food, shelter</b> <b>Healthy</b> <b>Diet</b> <b>Hygiene</b> <b>Exercise</b> Health Living</p>	<p><b>Scientific</b> <b>John Dunlop</b> <b>Inventor</b> Material: plastic, wood, cardboard, metal, <b>rubber</b> <b>Different</b></p>	

		<p>Amphibians Reptiles Baby Pup Toddler Child Teenager Adult Elderly person Skeleton Bones</p> <p><b>Longitudinal study</b> season autumn spring summer winter <b>change</b> observe predict</p>	<p>Compare Twists Bends Manipulate Float Scientific Properties Observe <b>Test</b> Record Evaluate <b>Predict</b> Conclusion Investigate</p>	<p><b>survive</b> <b>Growth</b> Hydroponics Survival Comparison Investigation Experiment Observation Stem, Roots, Stamen, Stigma, Petal, Leaf, Sepal, flower, bud, pollen Roots system Bean, Bulb, seed, pip Photosynthesis Soil Fertile Fertiliser Hydroponic Nutrition</p>	<p>Growth Survival: Air, water, food, shelter <b>Survive</b> Producer Predator</p>	<p>Balance Heart Cleanliness Germs Observe Investigate Food Groups: Carbohydrates, protein, dairy, Fats, Sugary foods, Fruit and vegetables Nutrient Nutrition</p>	<p><b>Uses</b> <b>group</b> Observe Record Evaluate Predict Conclude Conclusion Compare</p>
<p><b>Computing</b>  Scheme: Raspberry Pi</p>	<p>Objectives</p>	<p><b>Information and technology around us now (PSHE link)</b> Outcome: To use the internet safely and keep my information private and where to go for help and support about content. To recognise the uses and features of information</p>	<p><b>Digital photography (Geography/ History link)</b> Outcome: To use a digital device to take a photograph and retrieve. To recognise that images can be changed. To use tools to change an image.</p>	<p><b>Pictograms (Maths link)</b> Outcome: To use technology purposefully to create, organise, store and retrieve a pictogram. To explain that we can present information on a computer.</p>	<p><b>Making music using technology rainforest adventures (English link researching)</b> Outcome: To use technology safely. To experiment with sound, using a computer. To use a computer to make musical pattern. Review and refine our computer work.</p>	<p><b>Programming a - robot algorithms (Beebots) Maths link</b> Outcome: To describe a series of instructions as a sequence. To explain what happens when we change the order of a sequence. To use logical reasoning to predict the outcome of a programme and</p>	

		technology in and beyond school. To explain how information technology helps us.				its behaviour. To design, create and de-bug an algorithm i have written.	
	Vocabulary	<b>Technology</b> <b>Internet</b> <b>Safety</b> Reporting Personal information Information <b>Personal</b> Data Key Information <b>Private</b> Address Contact <b>Laptop</b> <b>Tablet</b> <b>Internet</b> World Wide Web	<b>Digital</b> <b>Photograph</b> <b>Image</b> <b>Cameras</b> Print Save Open Document	<b>Data</b> <b>Collect</b> <b>Present</b> <b>Organise</b> Pictogram	Musical pattern Save <b>Create</b> <b>Retrieve</b>	<b>Debug</b> <b>Coding</b> <b>Program</b> Programming <b>Sequence</b> Direction: Left, Right, Forwards, Backwards Route Predict Create Save Delete <b>Beebot</b> Robot	
Art and Design	Objectives	<b>Sculpture/ photography</b> <b>Andy Goldsworthy</b> <b>(comp link)</b> Outcome: To be able to select materials and create their own sculptures. To be able to consider possible improvements to their finished piece.	<b>Drawing/ pattern</b> <b>Medium pastel</b> <b>Dragon art</b> Outcome: To be able to select and use an art and design techniques to produce a finished piece or art using pastels.	<b>Observational drawing/ sculpture</b> <b>Art project</b> <b>Clarise cliff and Georgia O'Keefe</b> Outcome: To describe the similarities and differences between artists, including their history and the development of their style.	<b>Printing</b> <b>Brazilian art</b> Outcome: To develop their printing techniques. To consider the use of printing techniques to help them to develop their own art work.		<b>Painting</b> <b>Art week: using different techniques and mediums</b> <b>Van Gogh- starry night.</b> Outcome: To be able to discuss the work of a famous artist. To be able to select and use a wide range of art and design techniques to produce

		To gain a wide knowledge of art techniques,		To explore a range of drawing techniques to enhance knowledge of line. To draw and create a sculpture using an artist as an inspiration.			texture and form to their art work. Including marbling, collage, pastels and acrylic styles.
	Vocabulary	<b>Sculpture</b> <b>Land Art</b> <b>Ephemeral</b> <b>Pattern</b> Andy Goldworthy Natural Man-made	<b>Tone</b> <b>Line</b> <b>Shade</b> <b>Smudge</b> <b>Pattern</b> <b>Texture</b> Pastel Style	<b>Tone</b> <b>Line</b> <b>Observational</b> <b>Drawing</b> <b>Pattern</b> <b>Slip</b> Georgia O'Keefe Clarice Cliff Broken line Pure line Lost and found line Bold line	<b>Layer</b> <b>Evaluate</b> <b>Beatriz Milhazes (modernism)</b> <b>Imagery</b> Cultural Painting Vibrant colours Influence Movement		<b>Tone</b> <b>Line</b> <b>Marbling</b> <b>Post Impressionism</b> <b>Texture</b> Landscape Starry Night Stroke Sketch Impasto Vincent Van Gogh
<b>Design Technology</b>	Objectives		<b>Christmas stockings</b>  <b>Design:</b> To design a functional and appealing product. To design and generate their ideas through drawing and technology (Computing Link).  <b>Make:</b> To select from a range of textiles.			<b>Mars Rovers</b>  <b>Technical Knowledge:</b> To explore and use wheels and axles in a product.  <b>Design:</b> To develop their ideas through exploring materials for the wheels and different types of axles. To create your designs through	<b>Cooking and Nutrition</b> To use the basic principles of a healthy diet. To understand where food comes from (Science Link)  <b>Design:</b> To design and safely prepare a healthy lunch (Science Link).  <b>Make:</b>

			<p>To perform cutting, joining (sewing and gluing) and finishing techniques.</p> <p><b>Evaluate:</b> To evaluate their finished product, against the design criteria.</p>			<p>drawings and practically (mock-ups). To communicate your ideas through discussions with the class, sharing your designs.</p> <p><b>Make:</b> To select products in order to create a successful final product. To explore how structures can be made stronger and more stable, To build structures using their knowledge and understanding of materials, selecting different materials with consideration for use.</p> <p><b>Evaluate:</b> To explore and evaluate the Mars Rover and other designs. To evaluate their design ideas, considering improvements and the design criteria.</p>	<p>To select from a range of tools suitable for an activity. To select from a range of ingredients, communicating your reasons for your choices.</p> <p><b>Evaluate:</b> To explore and evaluate products available to Astronauts. To evaluate your product and whether it is suitable for an Astronaut to take to space.</p>
--	--	--	---	--	--	---	---



	Vocabulary		<p>Design Product Safety Measuring (maths Link) Materials: <b>Felt</b> (Science Link) Purpose <b>Joining</b> <b>Sewing</b> <b>Sew</b> <b>Needle</b>/ thread / cotton Eye (of the needle) Button hole</p>			<p><b>Structure</b> Design <b>Test</b> Explore <b>Strength</b> Stronger Stable Weak Weakness Product Safety Measuring (maths Link) Materials (Science Link) Purpose <b>Axel</b> <b>Fixed</b> Stability Rotating Movement Investigate</p>	<p>Cook <b>Healthy</b> <b>Farming</b> <b>Carbohydrates</b> <b>Sugars</b> <b>Proteins</b> Nutrition Preparation Hygiene Safety Evaluate Product Tools</p>
History	Objectives		<p><b>The Great Fire of London</b> (Event beyond living memory) <b>King Charles II/ Samuel Pepys/ Christopher Wren</b> <b>Historical Enquiry</b> <b>Historical Interpretation</b> Outcomes: To show knowledge and understanding of how evidence is</p>	<p><b>BHM - Mary Seacole/ Florence Nightingale</b>  <b>Cause and Consequence</b> Outcome: To understand the lives of significant others and their struggles.  <b>Historical Interpretation</b></p>		<p><b>History of Flight to Present day</b> (significant events and lives of significant people)  <b>Cause and Consequence</b> Outcome: To show knowledge and understanding of events beyond living memory that influenced today.</p>	

			<p>gathered from history. How historians construct their conclusions and accounts.</p> <p><b>Historical Enquiry</b> <b>Historical Interpretation</b> To know how to find out about the past.</p> <p><b>Chronological Understanding</b> To place key events on a timeline with a given scale.</p> <p><b>Cause and Consequence</b> How events beyond living memory are significant to today.</p> <p><b>Similarities and Differences</b> Similarities and differences between the past and today.</p> <p><b>Organise and Communication</b> To share my knowledge of the past in an open classroom.</p>	<p>To interpret sources to find out about Mary Seacole. (books, photographs)</p> <p><b>Similarities and Differences</b> To find similarities and differences between then and now (hospital)</p> <p><b>Chronological understanding</b> <b>Cause and Consequence</b> To understand the timeline of Mary Seacole's life.</p> <p><b>Organisation and Communication</b> To retell an important event within Mary Seacole's life and why.</p>		<p><b>Chronological Understanding</b> To gain a chronological narrative of how lives have been shaped today.</p> <p><b>Cause and Consequence</b> To understand how aviation influenced space flight.</p> <p><b>Neil Armstrong/ Helen Sharman (First British Astronaut)</b> <b>Cause and Consequence</b> Outcomes: To show knowledge and understanding of the lives of significant others and their contributions.</p> <p><b>Chronological Understanding</b> To place key events on a timeline with a given scale.</p> <p><b>Historical Interpretation</b></p>	
--	--	--	---	--	--	---	--

			<p><b>Enrichment:</b>  <i>Rainbow Theatre Company</i>  <i>Farnham Artefact Box</i></p>			<p>To use sources to understand the history of flight and consider their reliability/lack of evidence.</p> <p><b>Organisation and Communication</b>                  To use our knowledge of events and significant people to create and film a news report</p>	
	Vocabulary		<p><b>Wattle and Daub</b>  <b>Chronological</b>  <b>Pudding Lane</b>  <b>London</b>  <b>Jetty</b>  <b>Extinguished</b>                  Cause                  Timeline                  Events                  Change                  Past                  Present                  Recent                  Samuel Pepys                  Christopher Wren                  King Charles II                  Similarities                  Differences</p>	<p><b>Chronological</b>  <b>Mary Seacole</b>  <b>The British Hotel</b>  <b>Timeline</b>  <b>Change</b>  <b>Events</b>                  Historical figure                  Florence Nightingale                  Significant</p>		<p><b>Neil Armstrong</b>  <b>Samuel Cody</b>  <b>Helen Sharman</b>  <b>Fight</b>  <b>Apollo</b>                  Aviation                  Timeline                  Montgolfier balloon                  The Wright Brothers                  Wright flyer                  Landing                  Significant                  Chronology                  Chronological</p>	
<b>Geography</b>	Objectives	<b>Local area</b>			<b>Comparative study</b>		<b>Earth study</b> <b>Planet earth</b>

	<p>Plan by creating a route and go out on a local walk using aerial photographs.</p> <p><b>Geographical skills and fieldwork:</b>          Outcomes:          To 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.          To use aerial photographs and plans to recognise landmarks including human and physical features and routes on a map. To identifying the symbols for these (hill, forest, wood, church, park, river, railway) features on maps. To devise a simple map with a key showing the landmarks of our walk.          To apply your knowledge of compass directions</p>			<p><b>UK/ Brazil - London and Brazilia</b></p> <p><b>Locational knowledge:</b>          Outcomes: To name and locate the world's seven continents.</p> <p><b>Place knowledge:</b>          outcome: To understand the similarity and differences between the UK and Brazil.</p> <p><b>Human and physical geography:</b>          Outcome: To identify and compare daily weather patterns of the UK and Brazil.          To identify the location of hot and cold areas of the world in relation to the equator and the north and south poles.          To use basic geographical vocabulary to refer to: key human features, including: city, town, village.</p>		<p><b>World maps/ globes and space</b></p> <p><b>Geographical skills and fieldwork:</b>          Outcomes:          To apply our knowledge of world maps, atlases and globes to the earth and beyond.</p> <p><b>Human and physical geography:</b>          Outcome: To use basic geographical vocabulary to refer to: key physical features, including: hill, volcano, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>
--	---	--	--	--	--	---

		to your map and use it within your discussions about your map, including use of directional language.				
Vocabulary	<p><b>Aerial</b> Landmark Village City Town</p> <p><b>Human feature</b> <b>Physical feature</b> Compass</p> <p><b>Direction: North, South, East, West, near, far, left, right</b></p> <p>Location Bird's eye view hill, forest, wood, church, park, river, railway</p>			<p>Locate</p> <p><b>Continents: Africa, Antarctica, Asia, Australia/ Oceania, Europe, North America, South America</b></p> <p>Capital cities Town <b>City</b> <b>Village</b> <b>Vegetation</b> <b>River (Amazon)</b> Environment Growth Comparison Similarities Differences Climate Hemisphere Weather patterns <b>Equator</b> North/ South Poles</p>		<p>Locate</p> <p><b>Oceans:</b> Atlantic Ocean; the Pacific Ocean ; the Indian Ocean; the Southern Ocean; the Arctic Ocean</p> <p><b>Continents</b> Africa, Antarctica, Asia, Australia/ Oceania, Europe, North America, South America <b>Countries</b> <b>Globe</b> Earth Solar System Planets: Jupiter, Venus, Mercury, Mars, Neptune, Uranus, Saturn Dwarf Planet Meteor Comet Asteroid Asteroid Belt Stars Moon Galaxy</p>

							key physical features, including: <b>hill, volcano, mountain, beach, forest, sea, ocean,</b> river, soil, valley, vegetation, season and weather.
<b>Music</b>	Objectives	<p><b>Listen &amp; understand/ play (Composition and playing instruments)</b>  <b>Classical compositions - using instruments</b>  <b>Fairy Tales (PSHE link)</b>                      Outcomes: To listen with concentration to a range of high-quality recorded music. To understand a range of high-quality music.                      To express empathy and consider the choice and pulse of the music.</p>	<p><b>Sing/ voice Performance</b>  <b>Nativity/ Remembrance Poems</b>                      Outcome: To use their voice expressively and creatively.                      To begin to express and justify my opinions on music, using key vocabulary.</p>		<p><b>Listen &amp; understand/ play and create Compositions</b>  <b>Rainforest (Computing link) composition/ melody using instruments - some unique</b>                      Outcome: To be able to experiment, create, select and combine sounds using tuned and untuned instruments.                      To be able to listen to and create dimensions within their music.                      To begin to express and justify my opinions on music, using key vocabulary and notation. To find out about a range of music styles from other countries.</p>		<p><b>Voice Performance/ leavers assembly (PE link Dance)</b>                      Outcome: To use their voice expressively and creatively.                      To be able to listen to and create dimensions within their music.                      To begin to express and justify my opinions on music, using key vocabulary.</p>
	Vocabulary	<p><b>Composer</b>  <b>Tempo</b>  <b>Rhythm</b>  <b>Steady Beat</b>  <b>Pulse</b></p>	<p><b>Pitch</b>  <b>Vocal</b>  <b>Lyrics</b>  <b>Chorus</b>  <b>Rhythm</b></p>		<p><b>Melody</b>  <b>Rhythm</b>  <b>Tempo</b>  <b>Dynamics</b>  <b>Composer</b></p>		<p><b>Pitch</b>  <b>Vocal</b>  <b>Beat</b>  <b>Collaborative</b>  <b>Verse</b></p>



		<b>Notation</b> <b>Emotive</b> Instrumental Compose Instrument Empathy Sheet music	<b>Timbre</b> Volume <i>Verse</i> Beat Melody		Structure Instrumental Compose Steady beat Pulse Notation Percussion		<b>Rhythm</b> Chorus
Physical Education	Objectives	<b>PERFORM</b> <b>Gymnastics</b> <b>Tactics</b> Outcome: To structure sequences of actions and skills in order to improve performance.	<b>PERFORM</b> <b>Gymnastics</b> <b>Tactics</b> Outcomes: To jump for height with a controlled landing. To structure a sequence of actions (including a jump with controlled landing). To improve on their performance in gymnastics.  <b>PERFORM-reflection</b> <b>Nativity</b> Outcomes: To be able to reflect upon their performances.	<b>MOVE</b> <b>Apparatus</b> Outcomes: To apply their gymnastic shapes to apparatus. To apply controlled landing skills to apparatus, jumping from a height.	<b>MOVE</b> <b>Ball skills</b> Outcomes: To catch a small ball. To throw a small ball overarm, using the correct techniques to apply ball skills to a range of ball games. To evaluate and improve their own performance.	<b>MOVE</b> <b>Athletics</b> Outcome: To zig zag through a series of tightly spaced markers. To jump for distance controlling the landing.	<b>PARTICIPATE</b> <b>Sports day/ games</b> Outcomes: To apply their skills to a range of games. To evaluate and improve their own performance.  <b>PERFORM</b> <b>Dance</b> Outcomes: To structure a sequence of actions. To evaluate and improve their performance.
	Vocabulary	Gymnastic shapes <b>Straight, tuck, star, pike, straddle.</b> Perform Evaluate	<b>Gymnastic shapes</b> <b>Straight, tuck, star, pike, straddle.</b> Perform Evaluate <b>Improve</b> Sequence	<b>Controlled Landing</b> Height Apparatus <b>Bars</b> <b>Beams</b> <b>Horse</b> Ladders	<b>Overarm</b> <b>Underarm</b> <b>Sending</b> <b>Receiving</b> Skills Perform Improve Evaluate	<b>Zig zag</b> <b>Tight Spaced</b> <b>Markers</b> <b>Distance</b> <b>Speed</b>	<b>Sequence</b> <b>Improve</b> <b>Evaluate</b> <b>Perform</b> Performance Timing Beat

<b>Relationships Education (PSE) and Safeguarding</b>	<b>Objectives</b>	<b>School values</b> Outcomes: social skills. Understanding the need to be kind and respect others.  <b>Safeguarding</b> Outcome: To know my body is my own. To know who to talk to if I am worried. To understand and respect others.  <b>Internet safety</b> Outcome: to be able to understand how to keep themselves and others safe on the internet. Know what to do when they feel unhappy or unsafe.	<b>Fire safety</b> Outcome: To understand how to keep myself and others safe. To be able to call for help. To understand which emergency service to use in an emergency.	<b>Diversity</b> Outcome: To understand that people come from different backgrounds. To understand difference is positive.	<b>Looking after the environment</b> Outcome: To understand the importance of looking after environments.	<b>Staying healthy (science and pe link)</b> Outcome: to be able to understand the importance of a healthy body and mind. To understand the effects of germs on the body.	<b>Transition</b> Outcome: to use my social skills and understanding to consider my needs and to be kind and respect others.
	<b>Vocabulary</b>	<b>Kindness</b> <b>Understanding</b> <b>Friendship</b> <b>Respect</b> <b>Values</b> Emotions Safety Protect	<b>Emergency Services</b> <b>Ambulance</b> <b>Coast Guard</b> <b>Police</b> <b>Fire Service</b> <b>Smoke Alarm</b> Safety Paramedic Fire proof	<b>Diversity</b> <b>Difference</b> <b>Positive</b>	<b>Environment</b> <b>Importance</b> <b>Eco</b>	<b>Body</b> <b>Germs</b> <b>Health</b> <b>Healthy</b> <b>Healthy mind</b>	<b>New beginnings</b> <b>Emotions</b> <b>Change</b> Respect Kindness Friendship Feelings

<p><b>Religious Education</b></p>	<p>Objectives</p>	<p><b>What is God like for Christians?</b></p> <p><b><u>Identity</u></b> Articulate their own beliefs / ideas about God</p> <p><b><u>Community</u></b> Consider what difference it might make to Christians to have God as their shepherd</p> <p><b><u>God</u></b> Suggest meaning for some Biblical images of God</p> <p>Describe how these images connect to Christians' beliefs about God</p> <p>Talk about some Christian beliefs about what God is like</p> <p>Explain how Christians are shown in the Bible that God loves them.</p>	<p><b>Why is giving important to Christians?</b></p> <p><b><u>Identity</u></b> Explain why giving to others is important</p> <p>Suggest different ways by which different people might give</p> <p>Express their own ideas about giving in simple ways, drawing from their learning</p> <p><b><u>Community</u></b> Find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service (all worship)</p> <p><b><u>God</u></b> Suggest how Christians might be giving to / worshipping God by doing these things</p> <p>Retell the story of how the wise men</p>	<p><b>Why do Christians call Jesus 'Saviour'?</b></p> <p><b><u>Identity</u></b> Talk about their own experiences of being rescued / 'saved' or forgiven</p> <p>Respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions</p> <p>Talk about how people who met Jesus might have felt (e.g. before, during and after meeting him)</p> <p><b><u>Community</u></b> Talk about how other people in Zacchaeus' community might have reacted to what happened</p> <p>Talk about the impact of forgiveness on the Christian community</p>	<p><b>What is important for Muslim families?</b></p> <p><b><u>Identity</u></b> Talk about what's important to them and their family</p> <p>Reflect on how they, and Muslims, show respect, or what's important to them, in the way that they behave</p> <p><b><u>Community</u></b> Talk about how holding these beliefs are shown in family and/or community life</p> <p>Recognise that not all families will do this in the same way</p> <p><b><u>God</u></b> Talk respectfully and in straightforward terms about what Muslims believe about Muhammad and the Quran</p> <p>Use the vocabulary prophet, messenger, Quran, respect, Arabic, salaam (peace) etc.</p>	<p><b>Who is Allah and how do Muslims worship him?</b></p> <p><b><u>Identity</u></b> Respond sensitively to questions about who or what's important to them, showing respect for the views of others</p> <p>Give simple reasons for the views they have</p> <p><b><u>Community</u></b> Observe simple similarities and differences in Muslim worship</p> <p><b><u>God</u></b> Talk respectfully about core beliefs about Allah</p> <p>Use the following vocabulary- Allah, beautiful names, pray, prayer, mosque</p> <p>Give examples of how Allah is worshipped by Muslims</p>	<p><b>Is giving better than receiving?</b></p> <p><b><u>Identity</u></b> Respond with sensitivity to the experiences of giving and receiving</p> <p>Talk about how giving / receiving might make someone happy</p> <p>Recognise that the question 'Is it better to give or to receive?' is difficult to answer and that different people will have different views</p> <p>Give simple reasons for their views</p> <p><b><u>Community</u></b> Talk about different communities of people and how giving expresses what's important to them</p> <p>Give examples of the difference that giving makes to individuals and communities</p>
-----------------------------------	-------------------	--	---	--	---	---	---

			gave, making simple connections with the symbolism of the gifts & things Christians believe about Jesus	<p><b>God</b> Retell stories about how people were changed ('saved') by meeting Jesus</p> <p>Suggest why Christians call might Jesus 'Saviour'</p> <p>Use the elements of an Easter Garden to retell the story</p> <p>Suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art</p>	<p>Know how the Quran should be treated and why</p> <p>Retell a story from Muhammad's life and understand why it is important for many Muslims</p>	<p>Talk about why some Muslims might pray together</p> <p>Talk about how different positions in prayer might help Muslims to focus on Allah</p>	<p>Begin to understand how giving and receiving help to build a strong community</p> <p><b>God</b> Talk simply about how giving is important to different people, and why</p> <p>Identify messages from stories about giving from Judaism and Christianity</p> <p>Identify how Sikhs give to others through the langar</p>
Vocabulary	<p><b>Creator</b> <b>Shepherd</b> <b>Christian</b> <b>Belief</b> <b>Value</b></p>	<p><b>Kingdom</b> <b>Prayer</b> <b>Worship</b> <b>Church</b> <b>Bible</b> <b>Sermon</b> <b>Commandment</b> <b>Service</b></p>	<p><b>Saviour</b> <b>Resurrection</b> <b>Symbol</b> <b>Forgiveness</b> <b>Easter</b> Disciple Salvation</p>	<p><b>Peace</b> <b>Prophet</b> <b>Islam</b> <b>Muslim</b> <b>Messenger</b> Qur'an Muhammed (Peace Be Upon Him) Allah Salaam Jibreel Zakah</p>	<p><b>Makkah</b> <b>Mosque</b> <b>Respect</b> <b>Wudu</b> <b>Salah</b></p>	<p><b>Jewish</b> <b>Non-religious</b> <b>Sikh / Sikhi</b> <b>charity</b> langar gurdwara seva / sewa Vand chako <i>Dana</i> <i>metta</i></p>	