

## KS1 Long Term Planning 2017-2018: Topic Overview

Topic	English	Science Ongoing: Y1 Seasons	History or Geography	Art	DT	Computing	RE, PSHE, Music, PE	UNICEF rights of the child links
<b>Into The Toybox</b>	Dogger Lost in the Toy Museum Toy museum – captions This is the Bear Threadbear Mick Inkpen Pinocchio Toys in Space	Y1 recap Plants (naming) Y1 animals – body parts/ senses objectives Car/ ramp investigations	History - Toys old/ new bring in parents/ grandparents toys	<b>Drawing</b> (toy sketches)	Moving toys (e.g. cars, marionettes)	Online safety Lost toy iMovie trailer Beebots, Daisy dino, Kodable, Scratch	RE belonging PSHE Music – Hey You! PE – Games skills	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
<b>Chocolate !</b>	Charlie and the chocolate factory (abridged) Instructions <i>The Story of Chocolate</i> Senses poems The Great Chocoplot	Y1 Seasons (focus on weather)	Geography - Hot/ cold areas of the world, mapwork where the chocolate comes from	Packaging for chocolate project Christmas cards and crafts	Design and make choc bar/ chocs/ lollies for Christmas + packaging	Online safety <b>To communicate</b> Packaging design	RE belonging PSHE Music (nativity) PE - Dance	Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.
<b>Journey Into Your Imagination</b>	Fairy tales and alternatives e.g. Princess and the Pea Magic Porridge Pot Goldilocks Red Riding Hood	Y2 Uses of materials (link to 3 little pigs, Princess and Pea, Humpty dumpty)	History - Famous author (e.g. Frozen and the Snow Queen) or significant event e.g. Disney films (mini topic)	<b>Collage</b> e.g. fairytale land	Link to Science	<b>To communicate</b> Invitations, email them	RE Believing PSHE Music-In the Groove PE – Dance/ Gymnastics	article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. article 29 (goals of education) Education must develop every child's personality, talents and

								abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
<b>Farm To Fork</b>	Little Red Hen What the Ladybird Heard The Sheep Pig	Y2 Plants (growing-start!)  Y1 animals (farm animals)	Geography - Land use/ surrounding environment (mini topic!)	(Free choice – veg printing if wished)	Food - vegetable soup, bread, coleslaw,	Online safety  <b>To collect-</b> databases on favourite fruits etc (on paper then on 2Investigate)	RE Believing PSHE Music- Rhythm in the way we walk PE - Gymnastics	article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
<b>Sun, Sea and Sand</b>	Tiddler, The Snail and the Whale, Sharing a Shell (Julia Donaldson) Mermaids Pirate stories	Y1 animals (sea animals) Y2 living things (suitable habitats)	History - Victorian seaside holidays, Grace Darling	<b>Textiles</b> Weaving (sea/ beach colours) and sewing felt sea creatures	<b>Textiles-</b> sewing felt sea creatures	Online safety <b>To connect</b> Childnet.com Kara, Winston and the Smart Crew	RE questions, questions PSHE Music- Round and round PE - Athletics	article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
<b>Sun, Sea and Sand</b>		Y2 Plants (growing - finish)	Geography – Seaside vocab, Aerial views, maps, seas and oceans	<b>Painting</b> (sea paintings, colour mixing) <b>Notable artists</b> who have painted the sea	(boats if wanted)	<b>Coding</b> Beebots, maps Scratch Jr	RE Questions, questions PSHE Music- Y1 reflect, rewind and replay PE – Games	article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Art and Design		Objectives	Activity ideas
Autumn 1	<b>Into The Toybox</b>	<ul style="list-style-type: none"> <li>• <b>Drawing</b></li> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to</li> </ul>	<p><b>Drawing</b> - toy sketches</p> <p>Jane Hissey</p>

		create pieces.	
Autumn 2	<b>Chocolate!</b>	DT Focus	Packaging for chocolate project Christmas cards and crafts
Spring 1	<b>Journey Into Your Imagination</b>	<ul style="list-style-type: none"> <li>• <b>Collage</b></li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<b>Collage</b> e.g. fairytale land
Spring 2	<b>Farm To Fork</b>	DT Focus	(Free choice – veg printing if wished)
Summer 1	<b>Sun, Sea and Sand</b>	<b>Textiles</b> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> </ul>	<b>Textiles</b> Weaving (sea/ beach colours) and sewing felt sea creatures
Summer 2	<b>Sun, Sea and Sand</b>	<b>Painting</b> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Describe the work of notable artists, artisans and designers.</li> </ul> <p>Use some of the ideas of artists studied to create pieces.</p>	<b>Painting</b> (sea paintings, colour mixing)  <b>Notable artists</b> who have painted the sea

<b>Design and Technology</b>		Objectives	Activity ideas
Autumn 1	<b>Into The Toybox</b>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms.</li> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> <li>• Cut materials safely using tools provided.</li> </ul>	Moving toys (e.g. cars, marionettes)

Autumn 2	<b>Chocolate!</b>	<b>Design/ Materials/ Food</b> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> <li>• Assemble or cook ingredients.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>	Design and make choc bar/ chocs/ lollies for Christmas + packaging
Spring 1	<b>Journey Into Your Imagination</b>	N/A	Link to Science
Spring 2	<b>Farm To Fork</b>	<b>Food</b> <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul> <p><b><i>NC: use the basic principles of a healthy and varied diet to prepare dishes</i></b></p> <p><b><i>understand where food comes from.</i></b></p>	Food -vegetable soup, bread, coleslaw Where food comes from (e.g. beefburger from a cow!)
Summer 1	<b>Sun, Sea and Sand</b>	<b>Textiles</b> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<b>Textiles-</b> sewing felt sea creatures
Summer 2	<b>Sun, Sea and Sand</b>	N/A	(boats if wanted)

<b>Computing</b>	Objectives	Activity ideas
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Autumn 1	Into The Toybox	<p><b>To Code</b> Control motion by specifying the number of steps to travel, direction and turn. <b>NC: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b> <b>create and debug simple programs</b> <b>use logical reasoning to predict the behaviour of simple programs</b></p>	Online safety Lost toy iMovie trailer Beebots, Daisy dino, Kodable, Scratch
Autumn 2	Chocolate!	<p><b>To communicate</b> Use a range of applications and devices in order to communicate ideas, work and messages. <b>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></p>	Packaging design
Spring 1	Journey Into Your Imagination	<p><b>To communicate</b> Use a range of applications and devices in order to communicate ideas, work and messages. <b>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></p>	Online safety Invitations, email them
Spring 2	Farm To Fork	<p><b>To collect</b> Use simple databases to record information in areas across the curriculum.</p>	Databases on favourite fruits etc (on paper then on 2Investigate)
Summer 1	Sun, Sea and Sand	<p><b>To connect</b> Participate in class social media accounts. Understand online risks and the age rules for sites. <b>NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b> <b>recognise common uses of information technology beyond school</b></p>	Online safety Childnet.com Kara, Winston and the Smart Crew
Summer 2	Sun, Sea and Sand	<p><b>To Code</b> Control motion by specifying the number of steps to travel, direction and turn. Add text strings, show and hide objects and change the features of an object. Select sounds and control when they are heard, their duration and volume. Control when drawings appear and set the pen colour, size and shape. Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop). Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). <b>SEE AUTUMN 1 for NC CODING OBJECTIVES</b></p>	Beebots, maps Scratch Jr or other coding

<b>Science</b>		Topics – <b>SEE SCIENCE CURRICULUM PLAN FOR DETAIL</b> <b>Ongoing – Seasonal Changes (Y1)</b>
Autumn 1	<b>Into The Toybox</b>	Recap Y1 Plants (naming) Y1 animals – body parts/ senses objectives Working scientifically – toy investigations e.g. Car/ ramp investigations
Autumn 2	<b>Chocolate!</b>	Y1 Seasons (focus on weather/ day length objectives)
Spring 1	<b>Journey Into Your Imagination</b>	Y2 Uses of materials (link to 3 little pigs, Princess and Pea, Humpty dumpty)
Spring 2	<b>Farm To Fork</b>	Y2 Plants (growing- start!) Y1 animals (farm animals)
Summer 1	<b>Sun, Sea and Sand</b>	Y1 animals (sea animals) Y2 living things (suitable habitats)
Summer 2	<b>Sun, Sea and Sand</b>	Y2 Plants (growing - finish)

Geography		Objectives	Activity ideas
Autumn 1	<b>Into The Toybox</b>	History focus	
Autumn 2	<b>Chocolate!</b>	<ul style="list-style-type: none"> <li>▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>▪ 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</li> </ul>	Geography - Hot/ cold areas of the world, mapwork where the chocolate comes from
Spring 1	<b>Journey Into Your Imagination</b>	History focus	
Spring 2	<b>Farm To Fork</b>	<ul style="list-style-type: none"> <li>▪ use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</li> <li>▪ Use aerial images to recognise landmarks and basic physical features.</li> </ul>	Geography - Land use/ surrounding environment looking at farming (mini topic!)
Summer 1	<b>Sun, Sea and Sand</b>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	Geography – Seaside vocab, Aerial views, maps, seas and oceans
Summer 2	<b>Sun, Sea and Sand</b>	<ul style="list-style-type: none"> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Name and locate the world's <b>oceans</b>.</li> <li>• Name and locate the United Kingdom's countries and its surrounding seas</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references</li> </ul>	

History		Objectives	Activity ideas
Autumn 1	<b>Into The Toybox</b>	<p><i>Pupils should be taught about changes within living memory.</i></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Recount changes that have occurred in their own lives</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Place events and artefacts in order on a time line</li> <li>• Label time lines with words or phrases such as: past, present, older and newer</li> <li>• Use dates where appropriate</li> </ul>	<p>Toys old/ new bring in parents/ grandparents toys</p> <p>Set up class museum</p>
Autumn 2	<b>Chocolate!</b>	Geography focus	
Spring 1	<b>Journey Into Your Imagination</b>	<p><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <p><i>Pupils should be taught about events beyond living memory that are significant nationally or globally</i></p> <ul style="list-style-type: none"> <li>• Describe significant people from the past.</li> <li>• Describe historical events</li> <li>• Use dates where appropriate</li> <li>•</li> </ul>	Famous author – Hans Christian Anderson (e.g. Frozen and the Snow Queen) or significant event e.g. 1st Disney film
Spring 2	<b>Farm To Fork</b>	Geography focus	
Summer 1 and 2	<b>Sun, Sea and Sand</b>	<p><i>Pupils should be taught about the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods. Pupils should be taught about events beyond living memory</i></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Recount changes that have occurred in their own lives</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Place events and artefacts in order on a time line</li> <li>• Label time lines with words or phrases such as: past, present, older and newer</li> <li>• Use dates where appropriate</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	Victorian seaside holidays, Grace Darling



<b>Music</b>		Charanga Unit
Autumn 1	<b>Into The Toybox</b>	<b>Hey You!</b>
Autumn 2	<b>Chocolate!</b>	(learn songs for nativity)
Spring 1	<b>Journey Into Your Imagination</b>	<b>In the Groove</b>
Spring 2	<b>Farm To Fork</b>	<b>Rhythm in the way we walk</b>
Summer 1	<b>Sun, Sea and Sand</b>	<b>Round and round</b>
Summer 2	<b>Sun, Sea and Sand</b>	<b>Y1 reflect, rewind and replay</b>

P.E.		Objectives – see relevant sections below.
Autumn 1	<b>Into The Toybox</b>	<ul style="list-style-type: none"> <li>• Games (skills)</li> <li>• Swimming</li> </ul>
Autumn 2	<b>Chocolate!</b>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Swimming</li> </ul>
Spring 1	<b>Journey Into Your Imagination</b>	<ul style="list-style-type: none"> <li>• Dance/ Gymnastics</li> <li>• Swimming</li> </ul>
Spring 2	<b>Farm To Fork</b>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Swimming</li> </ul>
Summer 1	<b>Sun, Sea and Sand</b>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Swimming</li> </ul>
Summer 2	<b>Sun, Sea and Sand</b>	<ul style="list-style-type: none"> <li>• Games (applying skills)</li> <li>• Swimming</li> </ul>

Games (combined with Athletics in KS1)	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>

PSHCE/ SEAL		Objectives	Activity ideas
Autumn 1	<b>Into The Toybox</b>	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>To listen to other people, and play and work cooperatively.</li> <li>to identify and respect the differences and similarities between people.</li> <li>to take part in discussions with one other person and the whole class</li> <li>to agree and follow rules for their group and classroom, and understand how rules help them to contribute to the life of the class and school</li> <li>rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</li> </ul> <p><b>Plus feeling ill/safe medicines/getting better (Health for Life 4 – 7)</b></p>	<p>New class rules. Recap on whole school Rights, responsibilities and rules School council elections Circle time activities What makes a 'good' citizen – link to people who help us. Trick or treating safety Road Safety <i>Choose from SEAL: New Beginnings Blue Book pages 27 – 43.</i></p>
Autumn 2	<b>Chocolate!</b>	<p><b>Say No to Bullying - Getting on and Falling Out</b></p> <ul style="list-style-type: none"> <li>That there are different types of teasing and bullying, and that bullying is wrong, and how to get help to deal with bullying.</li> <li>to realise that people and other living things have needs, and that they have responsibilities to meet them</li> <li>that they belong to various groups and communities, such as family and school</li> </ul> <p><b>Plus being safe outdoors/road safety/safe playgrounds</b></p>	<p>Firework safety 14-18 Nov Anti-bullying week – do posters/charters etc Celebrations of cultural diversity-Divali/Christmas. Circle time activities <i>Choose from: Getting On and Falling Out Blue Book pages 29 – 41</i></p>
Spring 1	<b>Journey Into Your Imagination</b>	<p><b>Going for Goals</b></p> <ul style="list-style-type: none"> <li>what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>to take part in a simple debate about topical issues</li> <li>how to set simple goals</li> <li>to share their opinions on things that matter to them and explain their view</li> </ul> <p><b>Plus where things go when they enter my body/injections/who needs medicines?</b></p>	<p>Circle time activities  <i>Choose from: Going for Goals Blue Book pages 23 – 32</i></p>
Spring 2	<b>Farm To Fork</b>	<p><b>Good to be me</b></p> <ul style="list-style-type: none"> <li>that all household products, including medicines, can be harmful if not used properly</li> <li>how to make simple choices that improve their health and wellbeing.</li> <li>to maintain personal hygiene</li> <li>about the process of growing from young to old and how people's needs change</li> <li>how some diseases spread and can be controlled</li> </ul> <p><b>Plus healthy eating, healthy self, a healthy day</b></p>	<p>Keeping healthy through diet/exercise/ using medicines in the right way/keeping clean. Controlling illnesses and diseases. What makes me special? Look at how children play in different countries/cultures. Circle time activities <i>Choose from: Good To Be Me Blue Book pages 26 – 30</i></p>
Summer 1	<b>Sun, Sea and Sand</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>to identify and respect the differences and similarities between people.</li> <li>to recognise how their behaviour affects other people</li> <li>that family and friends should care for each other</li> </ul> <p><b>Plus food hygiene, sun and summer safety</b></p>	<p>Circle time activities <i>Relationships Blue Book pages 25 – 34</i> Link to stories in literature.</p>
Summer 2	<b>Sun, Sea and Sand</b>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>to think about themselves, learn from their experiences and recognise what they are good at</li> <li>to recognise, name and deal with their feelings in a positive way</li> <li>to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> </ul> <p><b>Plus who are my special people? How do I keep myself safe?</b></p>	<p>Sports Day Transition Arrangements Circle time activities <i>Changes Blue Book pages 13 - 18</i></p>

RE		Objectives	Activity ideas
Autumn 1	<b>Into The Toybox</b>	<p><b>Belonging</b>            find out about different religious festivals and rituals            find out about how a person of faith lives their life            compare similarities and differences in religious festivals            explain how a person shows religion in their life            suggest reasons why festivals and rituals are important            compare the daily life of children from two different faiths            Identity &amp; values explore how values provide rules for living            explore the idea of committing to a faith            understand that many values come from holy books            recognise special rules that religious people follow            talk about important promises made by a faith member            recognise symbols that show commitment in the life of a religious person            recognise the need for values for living            make links between some religious rules and rules at school            say why people of faith make promises            say why symbols of commitment are important to belonging</p> <p>Learning questions</p> <p>How is the life of a Sikh child the same as and different from my own? What does a Christian child wear/do because they belong to a church? What does a Sikh child wear/do because they belong to that faith? What promises does a Christian make; what actions do they undertake when they become a member of a Christian group; what happens at special times of the year? What promises does a Sikh make; what actions do they undertake when they become a member of that faith; what happens at special times of the year? Where do Christians find their rules for living? Where do Sikhs find their rules for living?</p>	<p><b>Our world faith focus this year is Sikhism.</b>            Identify different groups the children belong to: family, class, uniformed youth organisations, sports teams... How do they show belonging? Uniforms, badges...            Begin to think about what it means to belong, promises or commitments made to a particular group or activity; draw on children's own experiences of belonging...            Promise Night in a uniformed organisation, committing to turn up for team football matches. Set up a moral dilemma to get the children thinking about rules and values</p> <p>Create a 'Book of Belonging' making links between their own experience of belonging and those of a child of faith Make a blog or 'Day in the Life of...' filmclip or presentation of a child of faith            Create artwork illustrating a rule for living from a particular faith tradition            Create a display explaining how a particular festival is important to a member of a particular faith Make a display of rules for living from a sacred text showing how these link</p>
Autumn 2	<b>Chocolate!</b>		

			to school rules Create a film or PowerPoint about how to live your life according to a particular set of rule
Spring 1	<b>Journey Into Your Imagination</b>	<p><b>Believing.</b>                  explore beliefs and find out what people of faith believe                  explore and discuss sacred stories                  name some beliefs of two different faiths                  recognise beliefs that are the same for different faiths                  name the holy books of different faiths                  talk about what some faith members believe                  respect what other people say about their beliefs                  respond to stories from holy books                  Identify different ways in which people of faith express their beliefs through use of artefacts, symbols and actions                  identify precious things for people of faith                  say how some religious artefacts and symbols are used                  explore how religious people may express their beliefs in actions and gestures                  reflect on what is special to themselves and others                  consider what religious artefacts and symbols mean to people of faith                  show how they think a belief links to an action or gesture</p>	<p><b>Our world faith focus this year is Sikhism.</b>                  Connections – school and home rules, rules of uniformed groups, clubs Think, pair, share - groups pupils belong to, recapping work covered in Unit 2.1 Belonging</p> <p>Badges, artefacts, food, stories, visits and visitors; look at these linked to Christianity and Sikhism; what do they say about what a faith member believes?</p> <p>What are our rules? How do they compare to rules of a Sikh? Interview a local faith member; what do they believe? What are they committed to? Look at the Bible and another sacred text to explore key beliefs (see Key Content) Explore the life of religious people, including key religious figures. What do they mean to believers? What might they mean to us? Talk about how some artefacts linked to the beliefs of the Christian (and one other) faith are used In person or online, visit a church and a place of worship linked to the other faith to see those artefacts</p>
Spring 2	<b>Farm To Fork</b>	<p>What is a 'belief'? What do I believe in? Do others believe the same as me?                  What do Christians believe? What do members of a different faith believe?                  What do people of faith do or wear because of what they believe? What is important to me? (my values as well as objects) How do I treat objects that are precious to me? How do people of faith treat objects that are precious to them and their faith? Where are sacred stories found? How are sacred texts treated?</p>	

			<p>in their context and/or in worship</p> <p>Create a class book on belief and artefacts/ symbols Match symbols and festivals to religions and religious believers Make a book about a person of faith and the things they do/did Explain why a piece of sacred writing is important to a believer</p>
Summer 1	Sun, Sea and Sand	<p><b>Questions, questions. (A P4C approach will work best for this unit).</b></p> <p>explore creation stories from holy books</p> <p>ask, think and talk about some big questions of meaning, purpose and truth</p> <p>recall some creation stories, identifying similarities and differences</p> <p>understand that some questions have no simple answers</p> <p>develop an understanding that everyone asks big questions and religions may offer different answers to the same questions</p> <p>talk about their own experiences of new life and ask questions about new beginnings</p> <p>consider questions that appear to have no answer</p> <p>ask big questions and suggest some answers</p>	<p><b>Our world faith focus this year is Sikhism.</b></p> <p>Share their ideas about where the world came from with a partner and devise the biggest question they can think of, thinking especially about questions that noone can answer</p> <p>Listen to a non-religious or traditional story about how the world was created Listen to a poem that has lots of big questions in it Introduce children to an enquiry-based approach such as Philosophy for Children, Godly Play, guided visualisation</p> <p>Collect ideas from different faiths and make a class display</p> <p>What are our hopes for the world? to include everyone's thinking Suggest meanings for poems, prayers and paintings from different religions; use expressive arts to explore the theme of creation Take a big</p>
Summer 2	Sun, Sea and Sand	<p>Who or what is God? Where is God? What is right? What is wrong? Why do bad things happen? (including death, as appropriate) How was the world created? Where do religious people find answers to big questions? Why do religious people think we should care for the world? Why don't some people have enough food/shelter?</p> <p>Pose some puzzling questions; provide information about how Christians and members of another faith might answer these questions Find out what religious places including the Earth mean to people of two different faiths Listen to creation stories from Christianity and another faith Look at information about how faiths and faith-based charities may work individually and/or together to care for creation; why do they do so?</p>	

			question and illustrate it with religious and class ideas of some big answers
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