YEAR B		Autumn	Spring	Summer
Year 1 and 2		**Castles and…**	**On The Move**	**Wild and Wonderful - Minibeasts**
	Maths	• **Number: Place Value** - **count, read and write forwards and backwards** (Y1 to 10/20; Y2 to 100); **represent numbers as tens and ones** (Y1 numbers from 11-20/tens and ones; Y2 numbers to 100, using place value chart); **compare groups and numbers** (Y1 one to one correspondence, compare groups using language, compare groups of objects, introduce <,> and = symbols, compare number 10 and 20; Y2 compare objects, compare numbers); **order numbers** (Y1 order objects and numbers 10 and 20, ordinal numbers the number line; Y2 order objects and numbers); **sort, count and represent objects** (Y1 sort, count and represent objects); **count one more and one less** (Y1 count one more and one less) • **Number: Addition and Subtraction** - **fact families and number bonds** (Y1 fact families - addition facts, find number bonds within 10, systematic methods within 10, compare number bonds, fact families - the eight facts, find and make number bonds, related facts; Y2 fact families- addition and subtraction bonds to 20, check calculations, bonds to 100 (tens), bonds to 100 (tens and ones), make the same amount - money); **part-whole model** (Y1 addition symbol, adding together, finding a part, subtraction-breaking apart); **add and subtract** (Y2 add and subtract 1s, 10 more and 10 less, add and subtract 10s) • **Measurement: Length, Weight and Capacity** - **measure length** (Y1 introduce measuring length; Y2 measuring length and height - cm and m); **compare and order lengths** (Y2 - four operations with length); **weight and mass** (Y1 introduce weight and mass; Y2 compare mass); **measure and compare mass** (Y1 measure and compare mass; Y2 measure and compare mass - g and kg); **capacity and volume** (Y1 introduce capacity and volume; Y2 compare capacity); **measure and compare capacity** (Y1 measure and compare capacity; Y2 - ml and l); **temperature** (Y2 temperature) • **Number: Multiplication and Division** - **numbers to 50** (Y1 numbers to 50, tens and ones, represent numbers to 50, one more one less, compare objects and numbers within 50, order numbers within 50); **counting in multiples** (Y1 count in 2s, 5s 10s, counting in coins; Y2 count in 2s, 3s, 5s, 10s, count money - pence and pounds); **equal groups** (make equal groups, add equal groups; Y2 recognise equal groups, make equal groups, add equal groups, the multiplication symbol, multiplication from pictures); **arrays** (Y1 make arrays, make doubles;Y2 use arrays, create arrays); **times-tables** (Y2 2,5,10 times-table) • **Problem-Solving** • **Investigations**	• **Number: Fractions** - **equal parts** (Y2 make equal parts); **halves** (Y1 find a half; Y2 recognise a half, find a half); **quarters** (Y1 find a quarter; Y2 recognise a quarter, find a quarter); **thirds** (Y2 recognise a third, find a third); **unit and non-unit fractions** (Y2 unit fractions, non-unit fractions, equivalence of 1/2 and 2/4, find three quarters); **counting** (Y2 count in fractions) • **Number: Multiplication, Division, Addition and Subtraction** - **sharing** (make equal groups - sharing); **grouping** (make equal groups - grouping); **divide by 2** (Y2 divide by 2, odd and even numbers); **divide by 5 and 10** (Y2 divide by 5, divide by 10); **add and subtract** (Y2 crossing place value boundaries in addition and subtraction; using inverses) • **Money – money** (Y1 recognising coins, recognising notes; Y2 count money - notes and coins, select money) • **Time** - **ordering events** (Y1 before and after, dates); **telling the time** (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); **hours and days** (Y1 days of the week; Y2 hours and days); **write and compare time** (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time) • **Number: Place Value – place value to 100** (Y1 counting to 100, partitioning numbers, comparing numbers, ordering numbers, one more, one less); Y2 partitioning to add and subtract) • **Geometry: Shape** - **recognise and name shapes** (recognise and name 2D and 3D shapes); **2D shapes** (Y2 count side on 2D shapes, count vertices on 2D shapes, draw 2D shapes, lines of symmetry); **3D shapes** (Y2 count faces on 3D shapes, count edges on 3D shapes, count vertices on 3D shapes); **sorting** (sort 2D and 3D shapes); **patterns** (Y1 patterns with 3D and 2D shapes; Y2 make patterns with 2D shapes, make patterns with 3D shapes) • **Statistics** - **statistics** (make tally charts, draw pictograms, interpret pictograms, block diagrams) • **Problem-Solving** • **Investigations**	• **Number: Four Operations – number lines** (using number lines to add, subtract, multiply and divide, counting in steps); **inverses** (understanding the inverse operation); Counting in steps and partitioning numbers to jump on the number line • **Money – money** (coin totals, calculating change, comparing money using <,>,=)) • **Time - ordering events** (Y1 before and after, dates); **telling the time** (Y1 time to the hour, time to the half hour; Y2 o'clock and half past, quarter past and quarter to, telling the time to 5 minutes); **hours and days** (Y2 hours and days); **write and compare time** (Y1 writing time, comparing time; Y2 find durations of time, compare durations of time) • **Geometry: Shape – 2D shapes (**lines of symmetry, symmetrical and asymmetrical shapes); **angles** (recognising and finding right angles; Y2 understanding angles - obtuse/acute) • **Statistics** - **increments** (Y1 make tally charts, draw pictograms, interpret pictograms, block diagrams with increments of 2, 5 and 10; Y2 make tally charts, draw pictograms, interpret pictograms, block diagrams including halves) • **Number: Place Value – estimation** – (estimating with place value; rounding numbers up or down to their nearest 10 (Y1) or 100 (Y2) • **Number: Fractions – comparing fractions** (compare fractions, sort fractions) • **Geometry: Position and Direction** - **turns** (Y1 describe turns; Y2 describing turns); **movement** (Y1 describe position; Y2 describing movement and turns); **position** (Y1 describe position); **patterns with shapes** (Y2 making patterns with shapes) • **Problem-Solving** • **Investigations**

	English	Descriptive writing - the egg/secret quest Research - animals that hatch from eggs Information writing - Egg Book Information posters - reptiles Story sequencing - The Egg by MP Robertson Instruction writing - how to look after a dragon Poster - author study – MP Robertson Descriptive writing - William's Dragon – the purpose of a "lift the flap" Descriptive writing - the Glump Labels and captions - castles and knights Descriptive writing - Imagine you're a knight/princess Texts: The Egg - MP Robertson, William's Dragons - Alan Baker, Dragons - Judy Tatchell, Imagine You're a Knight - Meg Clibbon, Imaging You're a Princess - Meg Clibbon, information texts about reptiles, information texts about eggs, information texts about castles and knights	Mindmaps - transport Labels and captions – features on bicycles Leaflets – bicycle safety Information posters - penny farthings Poetry - tractor acrostics Labels and captions - features on a tractor Story writing - The Train Ride (rhyme and pattern) Leaflets and posters - advertising Amberley Chalk Pits Museum Texts: The Train Ride - June Crebbin, information texts about transport	Descriptive writing - Minibeast Experience Information posters - minibeasts Non-chronological reports - butterflies/caterpillars, ladybirds Research - minibeasts Riddles -minibeasts Poetry - minibeast acrostics Story writing - What the Ladybird Heard Recount - Pulborough Brooks visit Texts; Crunching Munching Caterpillar - Sheridan Cain, What the Ladybird Heard - Julia Donaldson, Beetle in the Bathroom - Brian Moses, The Bad-Tempered Ladybird - Eric Carle, information texts about minibeasts
	Science	<u>Seasonal change</u> - what changes are there outside in Autumn? Seasonal walk noting changes <u>Everyday materials</u> – how are materials used in everyday life? Material hunt around the school Uses of wood around the school Investigating absorbency of materials - clearing spilt liquid Exploring waterproofing and absorbency - dragon's raincoat Comparative investigation - which material is best for letting light through? - materials for castle windows	<u>Seasonal change</u> - what changes are there outside in Winter and Spring? Seasonal walk noting changes Comparing winter clothing to summer clothing How do trees change over the seasons? Gathering data - which month/season has the most birthdays? Gathering data - how do we get to school? What harm can transport have on our environment? Protecting our environment posters - linked to global warming/transport use	<u>Seasonal change</u> - what changes are there outside in the Summer? What do I need to do to stay safe in the summer? (sun safety posters) <u>Plants</u> Investigating what plants are there in our school and at the allotments? Designing my own allotment plot Planting seeds and caring for plants - what do they need? Main parts and functions of a plant (flower, stem, leaf , root) Comparing evergreen and deciduous trees - looking at leaves (size, shape, etc) <u>Living things and their habitats</u> Where do minibeasts like to live in our school? Observing minibeasts in class - what would you give them to live happily in class for a day? - designing habitats Looking after caterpillars - what are the different stages in its lifecycle? Releasing butterflies Minibeasts research and information texts (link to English)

History	The lives of significant historical figures in the past compared to now - Queen Elizabeth I and II • Chronological Understanding - investigating timeline of Queen Elizabeth II's life; comparison of own life with Queen Elizabeth II; exploring Coronation, Golden Jubilee, Royal Wedding, death of George VI, role of a monarch; creating timeline of castles; investigating roles of different people that used to live in a castle, e.g. jester, cook, etc. • Historical Knowledge - comparing life of Queen Elizabeth II to Elizabeth I; investigating lifetime events (Coronation, Golden Jubilee, Royal Wedding, death of George VI); exploring Royal Pavilion; exploring lives of Queen Victoria and Prince Albert, Duke of Norfolk (Arundel Castle, the Debroase family (Bramber Castle); Medieval Day experience – medieval dancing and banquet • Interpretations of History - exploring range of resources, videos, photographs; recounts from people, hot-seating; visiting castle to experience first-hand • Historical Enquiry - asking questions of Royal Family; investigating how the Royal Family have changed over time; exploring key events (birth of babies George, Charlotte and Louis, Queen's birthday, Royal occasions); exploring monarchies of Queen Elizabeth I and II (comparison of childhoods, family trees, etc to own) • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs	Comparing the life of a modern racing car driver – Lewis Hamilton with a racing car driver in the past • Chronological Understanding - constructing timelines of transport and aircraft; comparison of lives of Norman Graham Hill and Lewis Hamilton; exploring transport in the past (first aeroplane flight, development of transport, history of cars) • Historical Knowledge - comparing racing cars in the past; investigating history of transport (first flight, George Stephenson); visit to Amberley Chalk Pits Museum – vintage bus ride • Interpretations of History - exploring range of resources, videos, photographs; recounts from people, hot-seating; first-hand experience of riding on vintage bus, observing transport at Amberley Museum • Historical Enquiry - comparing lives of Norman Graham Hill and Lewis Hamilton; visit from Dan Beamish; visit from Tim Laughton (Penny Farthing) vintage bus; visit to Amberley Museum (vintage bus ride); investing changes in Formula 1 today; development of motocross; tractor visit • Organisation and Communication - sorting events and objects into groups; using timelines to order events or objects; listening to and telling stories about the past; talking, writing and drawing about things from the past; drama/role play; writing (reports, labelling, simple recount); creating classroom display; annotating photographs	
Geography	• Locational Knowledge – locate some UK castles on a map; recognise landmarks on a map and some geographical features of specific areas • Place Knowledge - how near/far is Arundel, London, Caernarfon from Upper Beeding?; walk to Bramber Castle to look at proximity to Beeding, what is the area of Bramber like? • Human and Physical Geography - how near/far is Arundel, London, Caernarfon from Upper Beeding?; walk to Bramber Castle to look at proximity to Beeding, what is the area of Bramber like? • Geographical Skills and Fieldwork - place picture of castles in UK onto a map; devise a simple map, make a simple key		• Locational Knowledge - look at Upper Beeding and our locality; draw a map showing route to school; use questions and words which add detail to account, e.g. where do you cross the road?; recognise where places are within school • Human and Physical Geography - find out about our local village; discuss features that most villages might have – such as a school, a church, a post office, a village hall, a pub etc; identify main physical and human features of Upper Beeding; discuss main land uses • Geographical Skills and Fieldwork - plan route to walk around Upper Beeding, talk about significant places to visit; go for walk around Upper Beeding, using maps to identify points of interest; make a simple map of Upper Beeding landmarks using school in central position; locate Upper Beeding on an aerial map
Art	• Drawing – taking pencil for a walk, lines, mark making; sketching outside (building and structures); investigating tone, light, dark, lines, patterns; working with focus artist, M P Robertson, design own dragon; observational drawing of Bramble castle • Painting - decorating 3D dragons with paint; watercolour castles inspired by M P Robertson • Collage - creating images from a variety of media • 3D sculpture - clay dragons - manipulate malleable materials in a variety of ways e.g. rolling and kneading; understand safety and care of materials and tools; experiment constructing and joining clay; explore creating texture: create scales, facial features, etc Artist study – MP Robertson	• Drawing - bicycle sketching, focusing on light, dark, shade, textures, patterns; pastel pictures (Joan Miro) • Painting - colour mixing (colour wheel) – primary and secondary colours; creating bicycle paintings Artist study – Joan Miro	• Drawing - observational drawing of minibeasts extending techniques for creating light, dark, shade, textures, patterns; introducing charcoal; observational drawing of sunflowers • Painting - monoprint bugs over watercolour wash; painting minibeasts using textured paint; painting sunflowers inspired by focus artist • Printing - monoprint bugs over watercolour wash; printing backgrounds using leaves, stones, corks and sponges • Collage - creating images from a variety of media • Art through Technology - Miro pictures - use graphics package to create images and effects with: lines by changing the size of brushes, shapes using eraser, shape and fill tools, colours and texture using simple filters to manipulate and create images Artist study – Vincent Van Gogh

	Computing	**Computing Systems and Networks** • -To recognise the uses and features of information technology • -To identify the uses of information technology in the school • -To identify information technology beyond school • -To explain how information technology helps us • -To explain how to use information technology safely • -To recognise that choices are made when using information technology **Creating Digital Media – Writing** • -To use a computer to write • -To add and remove text on a computer • -To identify that the look of text can be changed on a computer • -To make careful choices when changing text • -To explain why I used the tools that I chose • -To compare typing on a computer to writing on paper	**Data and Information** • -To label objects • -To identify that objects can be counted • -To describe objects in different ways • -To count objects with the same properties • -To compare groups of objects • -To answer questions about groups of objects **Programming – Robot Algorithms** • -To describe a series of instructions as a sequence • -To explain what happens when we change the order of instructions • -To use logical reasoning to predict the outcome of a program • -To explain that programming projects can have code and artwork • -To design an algorithm • -To create and debug a program that I have written	**Creating Digital Media – Photography** • -To use a digital device to take a photograph • -To make choices when taking a photograph • -To describe what makes a good photograph • -To decide how photographs can be improved • -To use tools to change an image • -To recognise that photos can be changed **Programming – Animation** • -To choose a command for a given purpose • -To show that a series of commands can be joined together • -To identify the effect of changing a value • -To explain that each sprite has its own instructions • -To design the parts of a project • -To use my algorithm to create a program
	DT	Free Standing Structures - castles • Design - generate ideas based on simple design criteria and own experiences; develop, model and communicate ideas through talking, mock-ups and drawings • Make - plan, suggesting what to do next; select and use tools, skills and techniques, explaining choices; select materials/construction kits; use simple finishing techniques • Evaluate - explore existing freestanding structures; evaluate product in relation to purpose, the user and original design criteria • Technical knowledge - know how to make freestanding structures stronger, stiffer and more stable; know and use relevant technical vocabulary	Wheels & Axles - vehicles • Design - generate ideas and simple design criteria through talking and using own experiences; develop and communicate ideas through drawings and mock-ups • Make - select and use range of tools and equipment; select and use range of materials and components • Evaluate - explore and evaluate products with wheels and axles; evaluate ideas and product against original criteria • Technical knowledge - explore and use wheels, axles and axle holders; distinguish between fixed and freely moving axles ; know and use relevant technical vocabulary	Preparing Fruit & Veg – caterpillar salad, insect fruit/veg creatures • Design - design appealing product for a particular user based on simple design criteria; generate initial ideas and design criteria through investigating a variety of fruit and vegetables; communicate ideas through talk and drawings • Make - use simple utensils and equipment safely; select range of fruit and vegetables according to their characteristics • Evaluate - taste and evaluate fruit and vegetables to determine intended user's preferences; evaluate ideas and product against design criteria • Technical knowledge - understand where range of fruit and vegetables come from; understand and use basic principles of a healthy and varied diet to prepare dishes (The Eatwell plate); know and use relevant technical and sensory vocabulary

	Music	Topic-related Music Performing • Learn the Castle Song with actions; • Accompany the song on tuned / untuned instruments; • Learn *The King is in the Castle* with actions; • Learn *A Dragon's Very Fierce* with actions and sounds; • Learn Creepy Castle Listening and Reviewing - Tudor and Renaissance music Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features Improvising and Composing • Compose an accompaniment to A Dragon's Very Fierce - create and clap own rhythms; • Create patterns of sound – long/short, high/low, loud/soft (quiet); • Use instruments to reflect topic or add sound effects to a story; invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow; • Think of ways to improve compositions Performing - Nativity Songs • Sing a series of simple songs tunefully and memorise words; • Rhythm games - keep a steady beat and copy simple rhythm patterns. Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction	Topic-related Music Performing • Learn to sing a series of transport songs taken from *Out of the Ark*; • Naming percussion instruments and how they are played; • Sing *Wheels on the Bus* using Makaton; • Accompany a song using tuned and untuned instruments; • Maintain an ostinato pattern; maintain a simply rhythmic pattern against others Listening and Reviewing Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features Gary Numan (Cars), Gladys Knight (Midnight train to Georgia), The Beatles (Yellow Submarine), Kate Rusby (The Lorryride), Rod Stewart (Sailing), John Denver (Leaving on a Jet Plane), Cat Stevens (Peace Train), Fifth Dimension (Up, Up and Away), Van Halen (Jump) Improving and Composing • Create a graphic score about a car journey - invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow; think of ways to improve compositions Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction	Topic-related Music Performing • Learn songs for the Y2 Locality Singing Festival; • Sing minibeast songs taken from Out of the Ark 'Minibeasts' with actions; • Accompany a song using tuned and untuned instruments Listening and Reviewing Talk about music heard with appropriate vocabulary; begin to explore how music can affect emotions; recognise how music enriches our lives; identify different sound sources; identify well-defined features Adam and the Ants (**Ant** Music), Rimsky Korsakov (Flight of the **Bumblebee)** Improvising and Composing • Create a whole class minibeast composition using sound effects and instruments - create and clap own rhythms; • Create patterns of sound – long/short, high/low, loud/soft (quiet); • Use instruments to reflect topic or add sound effects to a story; • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow; • Think of ways to improve compositions Interrelated Dimensions • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction

	PE	• **Sending and Receiving Games -** • Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. • **Ball Skills** – • In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. • **Dance** – • Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. • **Gymnastics -** • In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance	• **Fundamentals and Fitness -** • Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. • **Yoga** – • Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme. • **Team Building Games** – • Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. • **Invasion Games** – • Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	• **Target Games -** • Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. • **Net and Wall Games** – • Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates. • **Athletics** – • In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. • **Striking and Field Games -** • In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.
	PSHE	Me and My World Writing class rules/electing class reps Caring for my village Keeping safe on my way to school Who can help me? 999 / village wardens Online safety (passwords) We are all Different Black History – Mary Seacole Children in Need Anti-bullying What is similar and different about me and my friends? What is an opinion? Do we have to agree?	Dreams and Goals New Year Resolutions What would be my best day ever? What do I want to do better at? Setting challenges Why do people save money? Making money choices Healthy Me Keeping healthy - exercise Rules for a healthy school day Making safe choices How long should I sleep for? Fire safety (WSFS)	Relationships How do my friends see me? Is keeping a secret a good/bad thing? Who is special in my life? How can I help a friend at school? Changing Me Growing older Feelings – moving home, losing a pet Becoming independent Living and Growing – • Differences • How Did I Get Here? • Growing Up What is privacy? Transition to Y2/3

	RE	**Introductory lesson: Respectful** Learning about religion and worldviews and how to be respectful during Religion and worldviews lessons **What do some people believe God looks like?** Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. (Christian, Hindu, Muslim) **How did the world begin?** Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. (Christian, Jewish, Hindu) **Christmas Why is Christmas important to so many Christians?**	**Why should we care for the world?** Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. (Jewish, Muslim, Hindu, Jain, Humanist) **Why do we need to give thanks?** Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks. (Hindu, Christian, Humanist) **Easter Why is Easter special to many Christians?**	**How do we know some people feel a special connection to a god?** Deepening their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the lives of significant religious figures. (Sikh, Muslim, Christian, Jewish, Hindu) **What is a prophet?** • Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. (Christian, Muslim, Jewish, Sikh)
	Visits and Visitors	Arundel Castle MP Robertson Reptile Man Bramber Castle RE - Christian visitor	Amberley Chalkpits museum Dan Beamish Motocross Neil Laughton – penny farthing Maryon Gue – tractor visit Neil Bird and the vintage bus	Pulborough Brooks West End In Schools - dance workshop Author visit - Cathy Watts