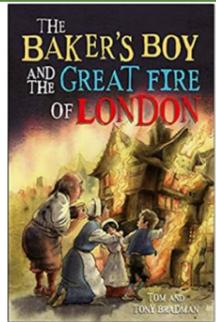
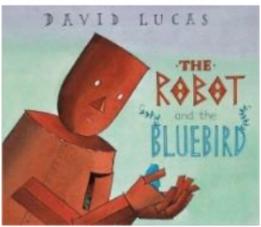
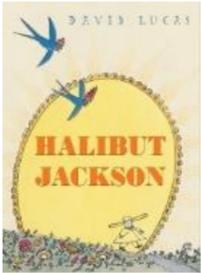
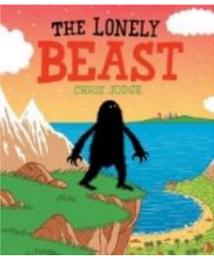


**Sandhill KS1 Map Cycles of Learning**

**Map Cycle 1**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		The Great fire of London	Light and Dark	Robots and Machines	Animals and us	Kings and Queens	Our local area
Text Driver							
Extra maths opportunities linked to topic			Investigate daylight hours different countries experience at certain points in the year then collect and interrogate the data. create patterns or group numbers of dots together when designing their own. Investigate shapes and patterns in shadow play, including investigations into changing angles created by torchlight on various objects, doorways or pieces of furniture. investigate daylight hours; collect and interrogate the data. create patterns or group numbers of dots investigate shapes and patterns in shadow play, including investigations into changing angles	investigate time passing (days, weeks, years, the seasons), distance travelled, scale on maps, and height of mountains.	Sort and order animals by size, features or when they wake and sleep. Time as a unit of measure. Positional and directional language; Units of measure in measuring distances between there and the UK.	Patterns	Use and apply mathematics in their party preparations by: - Counting (resources, guests) - Money (costing resources) - Measure (length/shape/pattern in decoration) - Reading and using weighting scales (baking) - Fractions (sharing between guests)
Science	Y1	<b>Every day materials</b> Pupils should be taught to: ☑ distinguish between an object and the material from which it is made ☑ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ☑ describe the simple physical properties of a variety of everyday materials ☑ compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Seasonal change</b> Pupils should be taught to: 1.observe changes across the four seasons 2.observe and describe weather associated with the seasons and how day length varies.	<b>Animals including humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Animals including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<b>Plants</b> Pupils should be taught to: 1.identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2.identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Plants</b> Pupils should be taught to: 1.identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2.identify and describe the basic structure of a variety of common flowering plants, including trees.
	Y2	<b>Uses of everyday materials</b> Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ☑ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Seasonal change</b> Pupils should be taught to: 1.observe changes across the four seasons 2.observe and describe weather associated with the seasons and how day length varies.	<b>Animals including humans</b> Pupils should be taught to: 1.notice that humans, have offspring which grow into adults 2.find out about and describe the basic needs of humans, for survival (water, food and air) 3.describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Living things + habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats 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. Explore and compare the differences between things that are living, dead, and things that have never been alive	<b>Plants</b> Pupils should be taught to: 1.observe and describe how seeds and bulbs grow into mature plants 2.find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<b>Plants</b> Pupils should be taught to: 1.observe and describe how seeds and bulbs grow into mature plants 2.find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Geography		<b>London and England World map</b> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Name and locate the world's seven continents and five oceans -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	Investigate countries that experience differing seasons and periods of darkness Human and Physical Geography » 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 Observe and record information on charts. Record information on school plan, local maps.	Impact on the planet through investigating rubbish, waste and recycling and how we care for our natural environment.	<b>Africa and The Savannah</b> Understand geographical similarities and differences between the United Kingdom and Africa (The Savannah) Human and physical geography- identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		<b>Journey to school; beast's journey</b> Identify land use around the school. Follow simple directions-forward, backward, left, right. <b>Investigate local environments</b> Discuss features of the local area. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

	<p>continents and oceans studied at this key stage</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>- Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK]</p>	<p>Use simple equipment to measure and record</p> <p>Make observations about seasonal changes in weather.</p>		<p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>		<p>Identify key features of a place in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Identify and describe what places are like (e.g. landscape, weather, and climate).</p> <p>Identify and describe where places are (e.g. position on map, near a river)</p> <p>Discuss what I like or dislike about a place</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Recognise how places compare with other places [e.g. compare the local area with places elsewhere in the UK]</p> <p>Make observations about where things are located [e.g. a pedestrian crossing near school gates] and about other features in the environment.</p> <p>Recognise changes in the environment [e.g. traffic pollution in a street]</p> <p>Recognise how the local environment may be improved and sustained [E.g. by restricting the number of cars].</p>
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History	<p><b>Great Fire of London</b></p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Ask and answer questions: Who, What, Where, How</p> <p>Describe historical events.</p> <p>Understand some ways we find out about the past</p> <p>Choose and use parts of stories and other sources to show understanding</p> <p>Find out about the past from a range of sources of information</p> <p><b>Interpretations of History</b></p> <p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p> <p><b>Cause and consequence</b></p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p><b>Significant people</b></p> <p>Talk about who was important eg in a simple historical account</p>	<p><b>Guy Fawkes</b></p> <p><b>Interpretations of History</b></p> <p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p> <p><b>Cause and consequence</b></p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p><b>Significant people</b></p> <p>Talk about who was important eg in a simple historical account</p>	N/A	N/A	<p><b>Kings and Queens</b></p> <p><b>Significant people</b></p> <p>Talk about who was important eg in a simple historical account</p> <p><b>Community and change</b></p> <p>Identify similarities / differences between ways of life at different times</p> <p><b>British Monarchs in history</b></p>	<p><b>Great Explorers</b></p> <p><b>Significant people</b></p> <p>Talk about who was important eg in a simple historical account</p> <p>Be familiar with different stories about significant people and events from the past</p> <p>Make simple observations about different types of people, events, beliefs within a society</p> <p>Compare Christopher Columbus and Neil Armstrong.</p> <p>Amy Johnson</p> <p><b>Historical Enquiry</b></p> <p>Ask and answer questions: <a href="#">Who, What, Where, How</a></p> <p>Describe historical events.</p> <p>Understand some ways we find out about the past</p> <p>Choose and use parts of stories and other sources to show understanding</p> <p>Find out about the past from a range of sources of information</p> <p><b>Barbara Heptworth- significant people in local area (Yorkshire Sculpture Park Visit)</b></p>
Art	<p><b>Sparks and Flames</b></p> <p><b>Rita Greer</b></p> <p>- To use a range of materials creatively to design and make products</p>	<p><b>Van Gogh- Starry starry night</b></p> <p><b>The Greats/Painting</b></p> <p><b>Y1</b> - Begin to talk about how artists, designers and craft workers have used colour and media to create an effect.</p>	N/A	<p><b>African Art Tinga Tinga (Edward Saidi)</b></p> <p><b>Print</b></p> <p>-To use a range of materials creatively to design and make products</p>	<p><b>Fabric pens and paint to create designs for The King and Queen</b></p> <p><b>Textiles</b></p> <p><b>Y1</b> - Can compare and discuss different textures and surfaces.</p>	<p><b>Beast sculptures</b></p> <p><b>Sculpture</b></p> <p><b>Y1</b> - From a flat piece of clay or playdough, cut out desired shapes with some accuracy.</p>

	<p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Compare work of different designers, artists etc. looking for similarities and differences.</p> <p><b>Y2</b> - Describe and compare the work of notable artists, artisans and designers. Create work in the style of the artist/designer.</p> <p><b>Using paint on laptops to create a Starry start night picture.</b></p> <p><b>Y1</b> – explore ideas using digital sources (internet)</p> <p><b>Y2</b> – use simple graphics package/app to create images and effects with lines. Colour and texture.</p> <p style="text-align: center;"><b>Create poppy Collage</b></p> <p><b>Y1</b> - Can <b>cut</b> and <b>tear</b> different materials for their <b>collage</b>.</p> <p>Sorting and arranging different materials. Simple joining of material using glue.</p> <p><b>Y2</b> - Sort and arrange materials. Select materials effectively to create <b>texture</b>. Uses tools (scissors) safely and in the correct way. Can use the correct amount of glue to join materials together.</p> <p><b>Artists – both past and contemporary – who explore light and dark, shadows and silhouettes.</b> <b>Shaun tan ; Jon Klassen</b></p> <p style="text-align: center;"><b>Drawing/Painting</b></p> <p><b>Y1</b> – Colour (own work) neatly following the lines. Can <b>copy</b> everyday objects. Including more <b>detail</b> in drawings such as patterns and shapes. Being to develop a background. <b>Mixing</b> secondary colours. Exploring how <b>shades</b> can be created using black and white. Practice <b>mixing</b> colours and <b>shades</b> to produce more accurate results. Uses <b>thick</b> and <b>thin</b> brushes, beginning to select where appropriate.</p> <p><b>Y2</b> - Select appropriate pencil size to draw lines of different sizes and thickness. Show pattern and texture by <b>adding dots and lines</b>. Show different <b>tones</b> by using coloured pencils. <b>Observational drawings</b> including more detail. Select appropriate media: chalk, pencil, crayon etc. Create colour wheels. Exploring what happens when you mix paint with other media types e.g. glue, washing up liquid. Can paint with a range of paints including poster, water colour etc.</p>		<p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p style="text-align: center;"><b>Easter Basket Textiles</b></p> <p><b>Y1</b> - Begin to <b>weave</b> different materials.</p> <p><b>Y2</b> - Use <b>weaving</b> to create a pattern.</p>	<p>Sorting different materials according to feel.</p> <p>Learn <b>running stitch</b> using hessian, plastic needles and thick thread. Begin to <b>weave</b> different materials.</p> <p>Using different materials (e.g. felt, hessian) to create simple objects such as a bookmark or purse/wallet.</p> <p><b>Y2</b> - Use <b>weaving</b> to create a pattern.</p> <p>Join materials using a <b>stitch</b>.</p> <p>Use plaiting. Using <b>dip dye</b> techniques.</p>	<p>Experiment making different shapes and objects with soft modelling materials such as animals, people, a birthday cake, food.</p> <p>Manipulate playdough/clay in a variety of ways including <b>rolling, pinching</b> and <b>kneading</b>.</p> <p>Using <b>tools</b> safely and in the correct way. Adds simple decoration using paint, impressing etc. Simple <b>joining</b> of materials using PVA glue.</p> <p>Uses a range of materials to create a model including: straws, lolly pop sticks, paper, card, clay etc.</p> <p><b>Y2</b> - <b>Effective joining</b> of materials using glue. Effective joining of clay pieces e.g. joining head to body using water. Can <b>construct</b> a model from imagination or observation. Beginning to add <b>surface patterns</b> and <b>textures</b> where appropriate. Being to <b>carve</b> 3D objects. Understands how clay physically changes when heated. Knows that clay can be decorated with a range of different materials including <b>paint, varnish, glazes</b> etc. Know that <b>glazing</b> clay will make it <b>waterproof</b> and more</p>
Design Technology	<p><b>Design and make a tutor house</b></p> <p>Y1 - Cut materials safely using tools provided. With help measure, mark out, cut and shape a range of materials.</p>	<p><b>Design and make a shadow puppet theatre</b></p> <p>Y1 -Mark out materials to be cut using a template.</p>	<p><b>Design and make a robot.</b></p> <p>Y1 - Cut materials safely using tools provided.</p>	<p><b>Den making to construct animal hides in the outdoor area.</b></p> <p>Build <b>structures</b>, exploring how they can be made <b>stronger, stiffer</b>, and more <b>stable</b>.</p>	<p><b>Design and make an outfit for Halibut Jackson to wear to the Queen’s garden party.</b></p> <p>Textiles – see art planning</p>	<p><b>Monster themed class party in celebration of the Beast and friendship – party food</b></p>

		<p>Explore using tools <i>e.g. scissors and a hole punch</i> safely.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Y2 - Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre</p> <p>Demonstrate a range of cutting and shaping techniques (such as <b>tearing, cutting, folding and curling</b>).</p> <p>Demonstrate a range of <b>joining</b> techniques (such as gluing, hinges, or combining materials to strengthen).</p>	<p>Attach wheels to chassis on a model using an axle.</p> <p>With support cut <b>strip wood/dowel</b> using a <b>hacksaw</b>.</p> <p>Begin to <b>assemble, join and combine</b> materials and <b>components</b> together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p> <p>Cut materials safely using tools provided.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools <i>e.g. scissors and a hole punch</i> safely.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Y2 - Model designs using software.</p> <p>Build <b>structures</b>, exploring how they can be made <b>stronger, stiffer</b>, and more <b>stable</b>.</p> <p>With help <b>measure, cut and score</b> with some accuracy.</p> <p>Learn to use hand tools safely and appropriately.</p> <p>Start to <b>assemble, join and combine</b> materials in order to make a product.Christmas cards Calendars</p>	<p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools <i>e.g. scissors and a hole punch</i> safely.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Y2 - Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre</p> <p>Demonstrate a range of cutting and shaping techniques (such as <b>tearing, cutting, folding and curling</b>).</p> <p>Demonstrate a range of <b>joining</b> techniques (such as gluing, hinges, or combining materials to strengthen).</p> <p style="text-align: center;"><b>Bird Feeders Fatballs</b></p> <p>Y1 - Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad.</p> <p>Know how to use techniques such as <b>cutting, peeling, and grating</b> with support from an adult.</p> <p>Y2 - <b>Cut, peel, or grate</b> ingredients safely, hygienically and give opportunities to do this independently.</p> <p><b>Measure or weigh</b> using measuring cups or electronic scales.</p> <p>Assemble or cook <b>ingredients</b> such as baking</p>			<p>Y1 - Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad.</p> <p>Know how to use techniques such as <b>cutting, peeling, and grating</b> with support from an adult.</p> <p>Y2 - <b>Cut, peel, or grate</b> ingredients safely, hygienically and give opportunities to do this independently.</p> <p><b>Measure or weigh</b> using measuring cups or electronic scales.</p> <p>Assemble or cook <b>ingredients</b> such as baking</p>
Music	Y1 Y2	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2.play tuned and untuned instruments musically</li> <li>3.listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2.play tuned and untuned instruments musically</li> <li>3.listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2.play tuned and untuned instruments musically</li> <li>3.listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2.play tuned and untuned instruments musically</li> <li>3.listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2.play tuned and untuned instruments musically</li> <li>3.listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	
Computing		<p>Computer Programming</p> <p>Create short simple texts using PowerPoint/Moviemaker that combine words with images (and sounds). internet to research the Savannah and the animals that live there</p>	<p>Networks</p> <p>Create short simple text using PowerPoint; Internet to research</p>	<p>Networks</p> <p>Explore how machines work and are controlled by giving children opportunities to explore remote control toys. Use programmable toys like Bee-Bots or Roamers and simple coding programs like Scratch.</p>	<p>Digital Literacy</p> <p>Photography; create short simple text using PowerPoint/Moviemaker that combine words with images (and sounds); internet to research</p>	<p>E-Safety</p> <p>Create an ICT version of Halibut's Catalogue, which could be used as his website.</p>	<p>Data</p> <p>Photographs; create short simple text using PowerPoint/Moviemaker; internet; digital cameras, dictaphones, Easispeak microphones, flipcams etc; Windows Publisher.</p>
PE		<p>Games</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Gymnastic</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Games</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Athletics</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Athletics</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
PSHE		<p>Being Me In My World</p> <p><u>Living in the Wider World</u></p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1. how to contribute to the life of the classroom.</li> <li>2. what improves and harms the environment.</li> <li>3.that they belong to various groups and communities.</li> </ol>	<p>Celebrating Differences (including Anti-Bullying</p> <p>3.to recognise and celebrate their strengths</p>	<p>Dreams and Goals</p> <p><u>Living in the Wider World</u></p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1. how to contribute to the life of the classroom.</li> <li>2. what improves and harms the environment.</li> <li>3.that they belong to various groups and communities.</li> <li>4. to know that money comes from different sources and can be used for the different purposes.</li> </ol>	<p>Healthy Me</p> <p>6.about good and not so good feelings and how to manage these.</p> <p>7. rules and ways for keeping safe.</p>	<p>Relationships</p> <p><u>Relationships</u></p> <p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1.to recognise how their behaviour can affect others.</li> <li>2. to identify and respect the differences between people.</li> <li>3. to offer constructive and supportive feedback to others.</li> <li>4. to recognise what is fair and unfair &amp; kind and unkind.</li> </ol>	<p>Changing Me (including Sex and Relationship Education)</p>
MFL		<p>Spanish</p> <p>Hello, goodbye</p>	<p>Spanish</p> <p>Hello, goodbye</p>	<p>Spanish</p> <p>Counting songs</p>	<p>Spanish</p> <p>Counting songs</p>	<p>Spanish</p> <p>Colours</p>	<p>Spanish</p> <p>Colours</p>

RE	<p><b>Does God want Christians to look after the world?</b> Does the world belong to God? Should people take care of the world? (Believing/ Behaving)</p> <p>LO: We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p><b>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</b> What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p> <p>LO: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus</p>	<p><b>Was it always easy for Jesus to show friendship?</b> What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)</p> <p>LO: We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p><b>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</b> Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)</p> <p>LO: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><b>Is Shabbat important to Jewish children?</b> Are religious celebrations important to people? (Believing/Belonging)</p> <p>LO: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p><b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b> Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p> <p>LO: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them</p>
Trips	<p>Visit to London One day creative- drama day Visit to the church</p>	<p>Hindi Temple visit around Diwali</p>	<p>Magna</p>	<p>Barnsley Art Gallery Flamingo land- focus African Music visitor</p>	<p>Great Houghton</p>	<p>Ian McMillian (local Famous poet) Yorksire Sculpture park Pizza express Warburtons Tesco</p>
Key dates (British values, other cultures, religious festivals)	<p>Harvest festival (22nd-28<sup>th</sup> Sept)</p>	<p>Bonfire night (Mon 5<sup>th</sup> Nov) Diwali (Wed 7<sup>th</sup> Nov) Remembrance Sunday (11<sup>th</sup> Nov) St Andrew's Day (Fri 30<sup>th</sup> Nov)</p>	<p>Chinese New Year (Tues 5<sup>th</sup> Feb) Valentines Day (disco)</p>	<p>Strove Tuesday (tues 5<sup>th</sup> March) St Patrick's Day (Sun 17<sup>th</sup> March) St David's Day (Fri 1<sup>st</sup> March) Mother's Day (sun 31<sup>st</sup> March) Easter (Mon 22<sup>nd</sup> April) Vesak Birthday (Mon 8<sup>th</sup> April)</p>	<p>St George's Day (Tues 23<sup>rd</sup> April) Year 2 SATS</p>	<p>Father's Day (Sun 16<sup>th</sup> June)</p>