



Christleton Primary School

Connected Curriculum

Year 2

# Curriculum Design



**Look up**



**Look out**



**Look beyond**

*Be the best you can be*

# Curriculum Delivery



## Ignite

**Introduction** of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



## Explore

**Exploration** of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



## Reflect

**Reflection** on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

*Be the best you can be*

Year Two	Autumn Term		Spring		Summer	
	First	Second	First	Second	First	Second
	Up in Flames		United Kingdom		Great Explorers	
Main Texts used	Troll Swap	The Owl who was afraid of the dark Poetry: The Owl and the Pussycat	Dragon Machine	Major Glad, Major Dizzy Poetry: Night Sounds	The Last Wolf	Grandad's Secret Giant Poetry: Fox
Science	Plants – Pupils will use the local environment, including the forest school and kitchen garden, throughout the year to observe how different plants grow.					
	Animals including humans.		Uses of Everyday Materials		Plants Living things and their habitats	
History	In depth study of the Great Fire of London. Within topic, short topics on Gunpowder Plot and Remembrance.		A comparison of King Charles III and previous kings		Explorers - Lives of significant individuals Ibn Battuta, Christopher Columbus, Neil Armstrong, Sunita Williams	
Geography	Would you prefer to live in a hot or cold country?		Why is our world wonderful?		What is it like to live by the coast?	
Computing	Computing systems and networks- IT around us	Creating media- digital photography	Programming A- Robot algorithms	Creating media-digital music	Programming B- Creating quizzes	Data and information- pictograms
D&T	Design and make a pizza		Design and make a toy puppet or peg doll by joining material through gluing and stitching		Create stable structures in the form of animal enclosures for the zoo.	
Art	Study of Joan Miro Create your own troll Joan Miro style Use colour, pattern, texture, line, shape, form and space. Work of a range of artists		3D art – Create dragon eyes from different medium David Bernham Smith		Collage – use a range of materials to make coastal collages	A study of J.M.W. TURNER and his work on storms. <u>Who is J.M.W. Turner? – Who Are They?   Tate Kids</u>
PE	Gymnastics Ball Skills	Gymnastics Fundamentals	Dance Yoga	Dance Invasion Games	Net and Wall Games Target Games	Athletics Striking and Fielding
RE	What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important to Christians today?	What do Humanists think a good life is about?	Life Stages. Including linking RE to No Outsiders project.
Music	Term 1 – Title: Hands, Feet, Heart Unit Theme: South African music	Term 2 – Title: Ho, Ho, Ho Unit Theme: Christmas and Festivals	Term 3 – Title: I Wanna Play in a Band Unit Theme: Playing in a band	Term 5 – Title: Friendship Song Unit Theme: A song about friendship	Term 4 – Title: Zootime Unit Theme: Reggae and animals	Term 6 – Title: Reflect, Rewind and Replay Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music
PSHE/RSE	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	
No Outsiders	The great big book of families	The first Slodge	The odd egg	Just because	Blown away	
British Values	Rule of Law	Mutual Respect	Democracy		Individual liberty	Tolerance of those of different faiths and beliefs
Residential	No residential trips planned for this year group					
Trips / visitors		Animals take over		Imagine That Liverpool	Safari Ranger	Seaside
Whole school events	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service	National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother's Day Good Friday Easter Service	Health week Walk to School Week Outdoor Classroom Day	Pride Month
Events	McMillan Coffee morning	Children in Need	Mental Well-being week		Race for Life Den Day	

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## English

### Reading

#### Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

#### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Writing

### Composition

- Develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear

### Transcription

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

<i>Year 2: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">Error! Bookmark not defined.</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command</p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

### Common Exception Words

door	even	sugar	floor	great	eye
break	could	because	steak	should	find
would	kind	beautiful	who	mind	after
behind	fast	any	child	last	many
past	clothes	wild	father	busy	climb
people	most	grass	water	only	pass
both	plant	half	old	path	money
bath	Mr	gold	hour	Mrs	hold
parents	told	prove	Christmas	every	improve
sure	poor	pretty	whole	children	class
again	cold	move	everybody		

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## Maths

### Number

#### Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

#### Addition and Subtraction

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

#### Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

## Fractions

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions, for example  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

## Measure

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

## Geometry, Position and Direction

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data

## Science

Working Scientifically			
Plan	Do	Record	Review
<ul style="list-style-type: none"> <li><input type="checkbox"/> ask simple questions and recognising that they can be answered in different ways and using different types of scientific enquiries to answer them</li> <li><input type="checkbox"/> with help begin to choose ways to try and answer a question</li> <li><input type="checkbox"/> take a few guided planning decisions</li> <li><input type="checkbox"/> recognise when simple test' s unfair</li> <li><input type="checkbox"/> make own suggestions on how to collect data once the data needed has been outlined</li> <li><input type="checkbox"/> make simple prediction if appropriate (based on something they have observed before but without an explanation)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe closely, using simple equipment</li> <li><input type="checkbox"/> Perform simple tests</li> <li><input type="checkbox"/> make observations related to the task or test</li> <li><input type="checkbox"/> use simple equipment provided</li> <li><input type="checkbox"/> measure using uniform non-standard units (e.g. straws) or simple standard units and measuring equipment - meter stick, cm, kg masses, l, jugs &amp; second timer</li> <li><input type="checkbox"/> compare 3 or more things</li> <li><input type="checkbox"/> Read scales to nearest labelled division.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> gather and record data to help in answering questions (Year 2 only)</li> <li><input type="checkbox"/> draw pictures of results/ take photos</li> <li><input type="checkbox"/> help teacher make a class table or chart</li> <li><input type="checkbox"/> complete a simple chart or two column table</li> <li><input type="checkbox"/> make practical block graphs/pictograms</li> <li><input type="checkbox"/> make/draw a block graph with a 1:1 scale</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use observations and ideas to suggest answers to questions</li> <li><input type="checkbox"/> describe observations</li> <li><input type="checkbox"/> say what they have found out</li> <li><input type="checkbox"/> say whether what happened was what they expected</li> </ul>

## Science

Plants	Living Things and Their Environment	Animals Including Humans
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I observe and describe how seeds and bulbs grow into mature plants?</li> <li><input type="checkbox"/> Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I explore and compare the differences between things that are living, dead, and things that have never been alive?</li> <li><input type="checkbox"/> Can I 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?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I notice that animals, including humans, have offspring which grow into adults?</li> <li><input type="checkbox"/> Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?</li> </ul>
Uses of Everyday Materials		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</li> <li><input type="checkbox"/> Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I identify and name a variety of plants and animals in their habitats, including micro-habitats?</li> <li><input type="checkbox"/> Can I 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?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?</li> </ul>
Vocabulary		
<p>seed, bulb, germinate, seedling, bud, flower, fruit, berry, root, living, dead, never been alive, habitat, micro-habitat, food chain, offspring, reproduction, growth, exercise, breathing, hygiene, germs, disease, transparent, translucent, opaque, flexible, rigid, reflective, non-reflective, absorbent</p>		

## Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
<p><b>Identifying and classifying</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare observable and behavioural features of living things, materials and objects</li> <li><input type="checkbox"/> sort and group in own way using both observable and behavioural features even when differences are slight</li> <li><input type="checkbox"/> answer simple yes/no questions about a mystery object they have chosen</li> <li><input type="checkbox"/> sort into two groups in which one group has a feature and the other doesn't</li> <li><input type="checkbox"/> once they have decided sorting criteria explain where further additional items could be placed</li> <li><input type="checkbox"/> use simple Venn diagrams to help sort things and record the groupings</li> </ul>	<p><b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria</li> <li><input type="checkbox"/> make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named</li> <li><input type="checkbox"/> use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features</li> <li><input type="checkbox"/> Carry out simple tests and sort and group based on the evidence of the results found.</li> </ul>	<p><b>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be aware of the term kingdom and know that most scientists classify things into five kingdoms.</li> <li><input type="checkbox"/> Through direct observations where possible classify animals into vertebrates and invertebrates.</li> <li><input type="checkbox"/> make keys and branching databases with 4 or more items</li> <li><input type="checkbox"/> evaluate how well keys and databases work and make changes to improve them</li> <li><input type="checkbox"/> explain why it is important to classify and why it is useful to scientists</li> <li><input type="checkbox"/> plan what to test, how to test and collect evidence in order to classify</li> </ul>

## Art

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I draw lines of different sizes and thickness?</li> <li><input type="checkbox"/> <b>Can I investigate tone by drawing dark and light lines using pencil?</b></li> <li><input type="checkbox"/> Can I show pattern and texture by adding dots and lines?</li> <li><input type="checkbox"/> Can I experiment with tools and textures?</li> <li><input type="checkbox"/> <b>Can I use a range of tools to create different lines, textures and shapes (e.g. charcoal, pencil and pastels)?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I mix primary colours to make secondary colours?</b></li> <li><input type="checkbox"/> <b>Can I mix a range of secondary colours?</b></li> <li><input type="checkbox"/> <b>Can I mix primary and secondary colours together? (tertiary)</b></li> <li><input type="checkbox"/> Can I experiment in making tints by adding white?</li> <li><input type="checkbox"/> Can I make tones by adding black?</li> <li><input type="checkbox"/> Can I describe a range of colours?</li> <li><input type="checkbox"/> Can I explain why I have selected colours in my artwork?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I use repeating printing?</b></li> <li><input type="checkbox"/> Can I press, roll, rub and stamp to make prints?</li> <li><input type="checkbox"/> Can I identify a wider range of printed forms in everyday life?</li> </ul>	<p style="text-align: center;"><b>3D</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use rolled up paper, straws, paper/card and clay as materials?</li> <li><input type="checkbox"/> <b>Can I make different kinds of shapes?</b></li> <li><input type="checkbox"/> Can I discuss the work of other sculptors and relate these to my own ideas and design?</li> </ul>
Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I create weavings?</b></li> <li><input type="checkbox"/> Can I identify different types of fabric?</li> <li><input type="checkbox"/> <b>Can I join materials using glue and/or a stitch?</b></li> <li><input type="checkbox"/> <b>Can I sort and arrange materials?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I explore different methods and materials as my ideas develop?</li> <li><input type="checkbox"/> <b>Can I develop a range of cutting, tearing and fixing techniques to create a picture?</b></li> <li><input type="checkbox"/> Can I fold, crumple, tear and overlap papers to create an image?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I create a picture independently?</li> <li><input type="checkbox"/> <b>Can I use simple IT mark-making tools, e.g. brush and pen tools?</b></li> <li><input type="checkbox"/> Can I edit my own work?</li> <li><input type="checkbox"/> Can I take different photographs of myself displaying different moods?</li> <li><input type="checkbox"/> Can I change my photographic images on a computer?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I describe the work of notable artists, artisans and designers including Joan Miro and J.M.W Turner?</li> <li><input type="checkbox"/> <b>Can I use some of the ideas of artists studied to create pieces?</b></li> </ul>
Vocabulary			
<p>Drawing: Thick, thin, texture, pattern, tones,            Painting: Primary colours, secondary colours, tint, tones, shape, composition            Printing: Press, role, rub, stamp, repeat, overlap            Collage and Textiles: Weave, textile, material, stitch, sort, arrange, weft, warp            Sculpture: 2D, 3D, blend, sculpture, material</p>			

## Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I enter text using more than one finger, beginning to use both hands?</b></li> <li><input type="checkbox"/> <b>Can I use basic keyboard keys e.g. backspace, space bar, and return?</b></li> <li><input type="checkbox"/> Can I save, retrieve and begin to organise work with support?</li> <li><input type="checkbox"/> Can I use a range of methods of interacting with a program e.g. right click, drag and drop, long tap etc. Use double click or tap, pinch to zoom, swipe etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I give control devices instructions that contain numerical data (e.g. move 2 steps etc.)?</b></li> <li><input type="checkbox"/> Can I use the repeat command (loops) to program more efficiently?</li> <li><input type="checkbox"/> <b>Can I use logical reasoning to predict the outcome of a sequence of instructions and test the sequence, amending if necessary?</b></li> <li><input type="checkbox"/> Can I make use of simple events e.g. mouse clicks/tap on screen?</li> <li><input type="checkbox"/> <b>Can I find a bug in simple code and attempt to debug errors?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I independently navigate to the right information on a website using links or buttons?</li> <li><input type="checkbox"/> Can I share pictures or work to an online platform with support?</li> <li><input type="checkbox"/> <b>Can I use a search engine to search for given information?</b></li> <li><input type="checkbox"/> Can I make changes in a model/simulation and use them to make and test predictions?</li> <li><input type="checkbox"/> <b>Can I explain online danger and begin to be responsible for my actions?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I add and edit text, considering style, colour, layout and font?</b></li> <li><input type="checkbox"/> <b>Can I use simple tools to create digital art or alter an image, using tools such as crop, resize, and flip?</b></li> <li><input type="checkbox"/> Can I sequence and arrange images and text for a purpose?</li> <li><input type="checkbox"/> Can I select and record musical phrases, sound-effects or voice-overs to enhance multimedia work?</li> <li><input type="checkbox"/> Can I make use of different types of graphs (pictographs and bar charts) to represent data collected?</li> </ul>
<b>Vocabulary</b>			
<p>Online, internet, search engine, safe, search, trusted adult, stranger, personal information, private, public, appropriate, inappropriate, technology, device            Algorithm, instructions, program, code, block, sequence, select, predict, explain, bug, debug, input, output, sprite, stage, backdrop            Save, open, folder, network, copy, paste, image, web browser, website, search engine,            Audio, video, image, sound, record, edit, delete, save</p>			

## Design and Technology

Designing	Making	Evaluating	Food and Nutrition
<ul style="list-style-type: none"> <li><input type="checkbox"/> Start to generate ideas by drawing on their own and other people's experiences.</li> <li><input type="checkbox"/> Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li><input type="checkbox"/> Identify a purpose for what they intend to design and make.</li> <li><input type="checkbox"/> Understand how to identify a target group for what they intend to design and make based on a design criterion.</li> <li><input type="checkbox"/> <b>Develop their ideas through talk and drawings and label parts. Make templates and mock-ups of their ideas in card and paper or using ICT.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li><input type="checkbox"/> <b>Start to assemble, join and combine materials in order to make a product.</b></li> <li><input type="checkbox"/> <b>Build structures, exploring how they can be made stronger, stiffer and more stable.</b></li> <li><input type="checkbox"/> With help measure, and cut with some accuracy.</li> <li><input type="checkbox"/> Learn to use hand tools safely and appropriately.</li> <li><input type="checkbox"/> Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Look at a range of existing products explain why they are fit for purpose.</b></li> <li><input type="checkbox"/> Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li><input type="checkbox"/> <b>Evaluate their work against their design criteria.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Understand that all food comes from plants or animals.</b></li> <li><input type="checkbox"/> Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li><input type="checkbox"/> <b>Understand that foods can be sorted into different groups and talk about the principles of a healthy diet.</b></li> <li><input type="checkbox"/> Prepare simple dishes safely and hygienically, including, where appropriate, the use of a heat source.</li> <li><input type="checkbox"/> Use techniques such as cutting, peeling and grating.</li> </ul>
<b>Vocabulary</b>			
<p>Design, discussion, observation, drawing, modelling, purpose, intent, make, template, mock-up, tools, materials, structure, assemble, cut, join, combine, build, stronger, stiffer, stable, measure, cut, design, criteria, purpose, evaluate, product develop identify strengths, changes.</p> <p>Diet, healthy, choices, portions, cut, peel, grate, cook, kneed, bake</p>			



## Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I name and locate the world's seven continents and five oceans?</b></li> <li><input type="checkbox"/> Can I use world maps, atlases and globes to identify the United Kingdom and its countries?</li> <li><input type="checkbox"/> <b>Can I locate the hot and cold areas of the world in relation to the Equator and the North and South Poles?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I use basic vocabulary to refer to human and physical geography?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I 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?</li> <li><input type="checkbox"/> Can I use simple compass directions (North, South, East and West) and locational and direction language (e.g. near, far; left right) to describe the location of features and routes on a map?</li> <li><input type="checkbox"/> <b>Can I use the four points of a compass to build my knowledge of the United Kingdom and where Christleton is in relation to the rest of the U.K e.g. North of London, south of Edinburgh?</b></li> </ul>

### Vocabulary

England, Wales, Scotland, Northern Ireland, atlas, map, globe. London, Cardiff, Edinburgh, Belfast North Sea, English Channel, Irish Sea, Asia, Africa, North America, South America, Antarctica, Europe, Oceania.

Atlantic, Pacific, Southern, Indian, Arctic ocean.

Christleton, Chester, England, U.K. Sri Lanka, Kandy, rainforest

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

physical features, human features, landmark, map, symbol, key (legend)North, South, East, West, near, far, left, right, route

## History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use words and phrases like: before I was born, when I was younger?</li> <li><input type="checkbox"/> Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning?</li> <li><input type="checkbox"/> Can I use the words past and present correctly?</li> <li><input type="checkbox"/> <b>Can I use a range of appropriate words and phrases to describe the past?</b></li> <li><input type="checkbox"/> <b>Can I sequence a set of events in chronological order and give reasons for my order?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I explain how my local area was different in the past?</li> <li><input type="checkbox"/> <b>Can I recount some interesting facts from an historical event, such as where the fire of London started?</b></li> <li><input type="checkbox"/> Can I explain why Britain has a special history by naming some famous events and some famous people?</li> <li><input type="checkbox"/> <b>Can I explain why someone in the past acted in the way they did?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I answer questions by using a specific source, such as an information book?</li> <li><input type="checkbox"/> Can I research about a famous event that happens in Britain and why it has been happening for some time?</li> <li><input type="checkbox"/> <b>Can I talk about influential people?</b></li> </ul>
Vocabulary		
<p>Before, after, present, then, now            century, decade, oral history            Monarchy, king, queen, parliament, court, global, immigrant, immigration, international, diversity, bakery, diary, firebreak, flammable, River Thames, London, Samuel Pepys, Thomas Farriner, King Charles 2, Ibn Battuta, Christopher Columbus, Thor Heyerdahl, Katherine Johnson, Jennifer Aston, Guy Fawkes, Houses of Parliament, Robert Gatesby            Museum, discovery, explorer, nation, invention</p>		

## Modern Foreign Languages (MFL)

**Listening**

**Speaking**

**Reading**

**Writing**

**Statutory for KS2 only.**

**Content is taught at an introductory level within year two e.g. basic greetings etc.**

**Vocabulary**

## Music

Singing	Performing	Composing	Listening and Appraising
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use my voice expressively and creatively?</li> <li><input type="checkbox"/> <b>Can I sing with the sense of shape of the melody?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I perform rhythmical patterns and accompaniments, keeping a steady pulse?</b></li> <li><input type="checkbox"/> Can I repeat short rhythmic and melodic patterns?</li> <li><input type="checkbox"/> Can I identify and recognise repeated patterns and follow a wider range of musical instructions?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I create and choose sounds for a specific effect?</li> <li><input type="checkbox"/> Can I begin to explore, choose and order sounds?</li> <li><input type="checkbox"/> Can I confidently represent sounds with a range of symbols, shapes and marks?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I respond to different moods in music and explain thinking about changes in sound?</b></li> <li><input type="checkbox"/> <b>Can I identify what improvements could be made to own work and make these changes?</b></li> <li><input type="checkbox"/> Can I understand how musical elements create different moods and effects?</li> <li><input type="checkbox"/> Can I listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary? e.g. It's quiet and smooth so it would be good for a lullaby</li> </ul>
<b>Vocabulary</b>			
<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel, melody, rhythmical patterns, timbre, sounds, mood, effect, music, quiet, loud,</p>			

## Physical Educaiton (PE)

Health and Fitness	Acquiring and Developing	Evaluating and Improving	Dance
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I show how to exercise safely?</li> <li><input type="checkbox"/> Can I describe how my body changes during different activities?</li> <li><input type="checkbox"/> <b>Can I explain what my body needs to keep healthy?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I copy and remember actions?</li> <li><input type="checkbox"/> <b>Can I repeat and explore actions with control and coordination?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I talk about what is different between what I did and what someone else did?</li> <li><input type="checkbox"/> <b>Can I say how I could improve?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I dance with control and co-ordination?</li> <li><input type="checkbox"/> <b>Can I make a sequence by linking sections together?</b></li> <li><input type="checkbox"/> Can I link some movement to show a mood or feeling?</li> </ul>
Games	Gymnastics	Athletics	Swimming
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I stay in a 'zone' during a game?</b></li> <li><input type="checkbox"/> Can I decide where the best place to be is during a game?</li> <li><input type="checkbox"/> Can I use one tactic in a game?</li> <li><input type="checkbox"/> Can I follow rules?</li> <li><input type="checkbox"/> <b>Can I develop throwing, catching and kicking skills in a small game?</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use contrast in my sequences?</li> <li><input type="checkbox"/> <b>My movements are controlled?</b></li> <li><input type="checkbox"/> <b>Can I think of more than one way to create a sequence which follows a set of 'rules'?</b></li> <li><input type="checkbox"/> Can I work on my own and with a partner to create a sequence?</li> </ul>		
Outdoor Adventurous Activities			
Vocabulary			
<p>Games: Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules.</p> <p>Gymnastics: Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent.</p> <p>Dance: Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling.</p> <p>General: Copy, compare and contrast, repeat.</p>			

## Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
<ul style="list-style-type: none"> <li><input type="checkbox"/> To recap effective learning in PSHE education and how we can help everyone to learn in these lessons</li> <li><input type="checkbox"/> To begin to understand the role of the family in their lives.</li> <li><input type="checkbox"/> <b>To begin to understand the range of families they may encounter now and in the future.</b></li> <li><input type="checkbox"/> <b>To recognise how others show feelings in different ways and how to respond.</b></li> <li><input type="checkbox"/> To begin to understand that some friendships might make us feel unhappy and how to deal with this.</li> <li><input type="checkbox"/> To begin to understand the conventions of courtesy and manners.</li> <li><input type="checkbox"/> To begin to understand how loss and change can affect us.</li> <li><input type="checkbox"/> <b>To develop an understanding of stereotypes and how these might affect job/career choices.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To describe a range of feelings and develop simple strategies for managing them.</b></li> <li><input type="checkbox"/> To understand the benefits of physical activity.</li> <li><input type="checkbox"/> To use breathing exercises to relax.</li> <li><input type="checkbox"/> To understand their strengths and set themselves achievable goals.</li> <li><input type="checkbox"/> <b>To identify strategies to help overcome barriers or manage difficult emotions.</b></li> <li><input type="checkbox"/> <b>To understand what it means to have a healthy diet.</b></li> <li><input type="checkbox"/> To understand ways of looking after our teeth.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To understand how to stay safe when using the internet.</b></li> <li><input type="checkbox"/> To begin to understand the difference between secrets and surprises.</li> <li><input type="checkbox"/> <b>To begin to understand the concept of privacy and the correct vocabulary for body parts.</b></li> <li><input type="checkbox"/> <b>To understand safe and unsafe touches.</b></li> <li><input type="checkbox"/> <b>To know my body is important and belongs to me.</b></li> <li><input type="checkbox"/> To understand ways to keep safe on and near roads.</li> <li><input type="checkbox"/> To understand ways to keep safe on and near roads.</li> <li><input type="checkbox"/> To begin to understand how to stay safe with medicines.</li> </ul>
Economic Wellbeing	Citizenship	
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To understand where money comes from.</b></li> <li><input type="checkbox"/> To begin to understand the difference between wants and needs.</li> <li><input type="checkbox"/> To understand how saving can help us to buy the things we want.</li> <li><input type="checkbox"/> To understand that banks look after money and the benefits of bank accounts.</li> <li><input type="checkbox"/> <b>To understand that skills and interests will help someone decide what job to do</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To understand the importance of rules.</b></li> <li><input type="checkbox"/> To understand ways to look after the school environment.</li> <li><input type="checkbox"/> To recognise the role people play in looking after the environment.</li> <li><input type="checkbox"/> To begin to understand the roles people have in the community.</li> <li><input type="checkbox"/> <b>To recognise similarities and differences between people in the local community.</b></li> <li><input type="checkbox"/> <b>To begin to understand how democracy works in school.</b></li> <li><input type="checkbox"/> To understand ways to share an opinion.</li> </ul>	
Vocabulary		
<p>Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy</p>		

## Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
			<input type="checkbox"/> <b>Can I explain what many Jews believe about God?</b> <input type="checkbox"/> Can I explain how a Jewish family may mark Shabbat and explain some Jewish festivals?
Skills		Christianity	
<input type="checkbox"/> Can I retell and suggest meanings to some religious and moral stories? <input type="checkbox"/> Can I explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come? <input type="checkbox"/> Can I recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities? <input type="checkbox"/> <b>Can I notice and respond sensitively to some similarities between different religions and worldviews?</b>	<input type="checkbox"/> <b>Can I refer to the Bible as being a sacred book for Christians and how this teaches them how to lead their lives?</b> <input type="checkbox"/> Can I retell a story from the Bible? <input type="checkbox"/> Can I explain that the Bible has two parts called Testaments? <input type="checkbox"/> Can I explain more about why people followed Jesus when he was on Earth and how some of these were called disciples? <input type="checkbox"/> Can I tell the story of the feeding of the 5000 and how this was a special event which Christians believe to be a miracle? <input type="checkbox"/> Can I discuss a range of parables and explain why these stories are important for Christians?		
Vocabulary			
Christianity: Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, good news, Bible, Trinity, Holy Spirit, saviour Judaism: Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema			

## Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 2)		Personal Development (by the end of Year 2)	
<p>To introduce the concept of male and female and gender stereotypes</p> <p>To identify differences between males and females</p>	<p>To listen carefully and understand</p>	<ul style="list-style-type: none"> <li>Sift information and focus on the important points.</li> <li>Seek clarification when a message is not clear.</li> <li>Understand instructions with more than one point.</li> </ul>	<p>To Try New Things</p>	<ul style="list-style-type: none"> <li>Try new things with the help of others.</li> <li>Talk about some things of personal interest.</li> <li>Join in with familiar activities.</li> <li>Concentrate on things of interest</li> </ul>
<p>Understand that some people have fixed ideas about what boys and girls can do</p>	<p>To develop a wide and interesting vocabulary</p>	<ul style="list-style-type: none"> <li>Use subject specific vocabulary to explain and describe.</li> <li>Suggest words or phrases appropriate to the topic being discussed.</li> <li>Identify homophones.</li> </ul>	<p>To Work Hard</p>	<ul style="list-style-type: none"> <li>Work hard with the help of others.</li> <li>Enjoy the results of effort in areas of interest.</li> <li>Take encouragement from others in areas of interest.</li> </ul>
<p>Describe the difference between male and female babies</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p>	<p>To speak with clarity</p>	<ul style="list-style-type: none"> <li>Speak in a way that is clear and easy to understand.</li> <li>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>Identify syllables within words.</li> </ul>	<p>To Concentrate</p>	<ul style="list-style-type: none"> <li>Give attention to areas of interest.</li> <li>Begin to 'tune out' distractions.</li> <li>Begin to show signs of concentration.</li> <li>Begin to seek help when needed.</li> </ul>
<p>Describe some differences between male and female animals</p>	<p>To tell stories with structure</p>	<ul style="list-style-type: none"> <li>Ensure stories have a setting, plot and a sequence of events.</li> <li>Recount experiences with interesting detail.</li> <li>Predict events in a story.</li> <li>Give just enough detail to keep the audience engaged.</li> </ul>	<p>To Push Oneself</p>	<ul style="list-style-type: none"> <li>Express doubts and fears.</li> <li>Explain feelings in uncomfortable situations.</li> <li>Begin to push past fears (with encouragement).</li> <li>Listen to people who try to help.</li> <li>Begin to try to do something more than once.</li> </ul>
<p>Understand that making a new life needs a male and a female</p>	<p>To hold conversation</p>	<ul style="list-style-type: none"> <li>Take turns to talk, listening carefully to the contributions of others.</li> <li>Vary language between formal and informal according to the situation.</li> </ul>	<p>To Imagine</p>	<ul style="list-style-type: none"> <li>With help, develop ideas.</li> <li>Respond to the ideas of others'.</li> <li>Respond to questions about ideas.</li> <li>Act on some ideas.</li> </ul>
<p>To focus on sexual difference and name body parts</p>	<p>To hold conversation</p>	<ul style="list-style-type: none"> <li>Take turns to talk, listening carefully to the contributions of others.</li> <li>Vary language between formal and informal according to the situation.</li> </ul>	<p>To Improve</p>	<ul style="list-style-type: none"> <li>Share with others likes about own efforts.</li> <li>Choose one thing to improve (with help).</li> <li>Make a small improvement (with help).</li> </ul>
<p>To focus on sexual difference and name body parts</p>	<p>To hold conversation</p>	<ul style="list-style-type: none"> <li>Take turns to talk, listening carefully to the contributions of others.</li> <li>Vary language between formal and informal according to the situation.</li> </ul>	<p>To Understand Others</p>	<ul style="list-style-type: none"> <li>Show an awareness of someone who is talking.</li> <li>Show an understanding that one's own behaviour affects other people.</li> <li>Listen to other people's point of view.</li> </ul>



Describe the physical differences between males and females	s and debates	<ul style="list-style-type: none"> <li>Add humour to a discussion or debate where appropriate.</li> </ul>	To Not Give Up	<ul style="list-style-type: none"> <li>Try again with the help of others.</li> <li>Try to carry on even if a failure causes upset.</li> <li>Keep going in activities of interest.</li> <li>Try to think of oneself as lucky.</li> </ul>
Name the male and female body parts				

## Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure




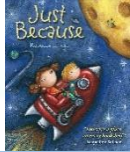
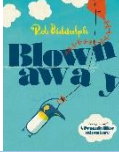
## No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

### Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
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### Key texts used

				
The Great Big Book of Families	The First Slodge	The Odd Egg	Just Because	Blown Away

### British Values

Autumn Term	Spring Term	Summer Term
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*Be the best you can be*

Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

### Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

### Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
Animal visit	Imagine That	Beach

## Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

### Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share

### Cooperative strategies introduced and mastered in this year group

Talking Chips	Simultaneous Round Table
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## Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

## Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	

*Be the best you can be*

				Den Day	
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*Be the best you can be*