

	NATIONAL CURRICULUM COVERAGE CYCLE A - CLASS 2 AUTUMN TERM (1st HALF ONLY) Version – 05/09/2022		How Have Toys Changed Over Time?
English Writing – 4 x 3-wk units Builds on ELG	To Entertain	Narrative – Traction Man is Here Instructions – How to make a puppet	
	To Inform	Narrative – We completely must go to London Poetry – Christmas Acrostics	
Maths Builds on ELG Number & Pattern	Place Value: Add & Subtract:	Y1 Numbers to 20 - Y1 Numbers within 20 (inc money)	Y2 Numbers to 100 Y2 Numbers within 100 (inc money)
Science Builds on ELG – Understanding the world – The Natural World	Every day materials (Brilliant Builders)	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~13 distinguish between an object and the material from which it is made Sc~14 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc~15 describe the simple physical properties of a variety of everyday materials Sc~16 compare and group together a variety of everyday materials on the basis of their simple physical properties. Sc~28 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Sc~29 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	
History Builds on ELG – Understanding the World	How Have Toys Changed Over Time?	His~1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	
Geography Builds on ELG – Understanding the World	UK Study - What is Britain Like and why do tourists visit here?	Gg~2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Gg~4 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 Gg~5 use basic geographical vocabulary to refer to: 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	
Design Technology Builds on... ELG - Expressive Art and Design – Creating / Being Imaginative & Expressive	Puppets	DT~1 design purposeful, functional, appealing products for themselves and other users based on design criteria DT~2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT~3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] DT~4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics DT~5 explore and evaluate a range of existing products DT~6 evaluate their ideas and products against design criteria	
Art and Design ELG - Expressive Art and Design – Creating / Being Imaginative & Expressive			

<p>Music Builds on... ELG - Expressive Art and Design / Being Imaginative & Expressive</p>	<p>Charanga – Glockenspiels</p>	<p>Mus~1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mus~2 play tuned and untuned instruments musically Mus~3 listen with concentration and understanding to a range of high-quality live and recorded music Mus~4 experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Computing (and Digital Literacy)</p>		
<p>Physical Education Builds on... ELGs Gross & Fine Motor Skills</p>	<p>Invasion Games</p>	<p>PE~1 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 PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.</p>
<p>Religious Education (Glos. Agreed Syllabus) Builds on... ELG – Understanding the World - People, Culture and Communities</p>	<p>Who are Muslim and how do they live? (Part 1) UNIT: 1.7</p>	<p>R~38 Recognise the words of the Shahadah and that it is very important for Muslims RE~39 Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean RE~40 Give examples of how stories about the Prophet show what Muslims believe about Muhammad. RE~41 Give examples of how Muslims use the Shahadah to show what matters to them RE~42 Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) RE~43 Give examples of how Muslims put their beliefs about prayer into action. RE~44 Think, talk about and ask questions about Muslim beliefs and ways of living RE~45 Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas RE~46 Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>
<p>Relationships Education (Primary) Builds on... ELGs Personal, Social and Emotional Development</p>	<p>CORE THEME 1: Health and Wellbeing UNIT: Safety First</p>	<p>RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. RSE~17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>
<p>Physical Health and Mental Wellbeing</p>		<p>HE~2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. HE~3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>



NATIONAL CURRICULUM COVERAGE
CYCLE A - CLASS 2 AUTUMN TERM (2nd HALF ONLY)
 Version – 05/09/2022

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Something catchy in question form

English Writing – 4 x 3-wk units	To Entertain	Narrative – Traction Man is Here Instructions – How to make a puppet
	To Inform	Narrative – We completely must go to London Poetry – Christmas Acrostics
Maths	Add & Subtract: Number:	Y1 Numbers within 20 (inc money) Y2 Numbers within 100 (inc money) Y1 Place Value to 50 and multiplication Y2 Multiplication
Science	Every day materials (Brilliant Builders)	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~13 distinguish between an object and the material from which it is made Sc~14 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc~15 describe the simple physical properties of a variety of everyday materials Sc~16 compare and group together a variety of everyday materials on the basis of their simple physical properties. Sc~28 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Sc~29 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
History	Toys	His~1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	UK Study - What is Britain Like and why do tourists visit here?	Gg~2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Gg~4 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 Gg~5 use basic geographical vocabulary to refer to: 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
Design Technology		
Art and Design	Collage (Charcoal, silhouette & collage)	Art~1 to use a range of materials creatively to design and make products Art~2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Art~3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Music		

Computing (and Digital Literacy) Computer Science	ALGORITHMS & SEQUENCES Bee-bots & other floor robots	Cp~1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Cp~2 create and debug simple programs Cp~3 use logical reasoning to predict the behaviour of simple programs Cp~6 use technology safely & respectfully, keeping personal information private; identify where to go for help & support when concerned about content/contact on the internet/other online technologies.
Physical Education	Gymnastics	PE~1 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 PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.
Religious Education (Understanding Christianity)	Why does Christmas matter to Christians? UNIT: 1.3	RE~14 Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. RE~15 Recognise that stories of Jesus' life come from the Gospels. RE~16 Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. RE~17 Decide what they personally have to be thankful for, giving a reason for their ideas RE~18 Think, talk and ask questions about Christmas for people who are Christians and for people who are not.
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: Be Yourself	RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Physical Health and Mental Wellbeing		HE~11. that for most people the internet is an integral part of life and has many benefits. HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. HE~30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



NATIONAL CURRICULUM COVERAGE
CYCLE A - CLASS 2 SPRING TERM (1st & 2nd HALVES)
 Version – 05/09/2022

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Something catchy in
question form

English Writing – 4 x 3-wk units	To Entertain <hr/> To Inform	Poetry – Moon (Night-time around the world) Narrative – Little Red & the Hungry Lion Narrative – The Tin Forest Instructions – How to grow sunflowers
Maths	Number: Data: Measurement: Geometry: Number:	Y1 Division & Consolidation Y1 Place Value to 100 Both: Length and Height Y1 Shape & consolidation Y1 Fractions and consolidation Y2 Division Y2 Statistics Both: Length and Height Y2 Properties of Shape Y2 Fractions
Science	Living things & Animals, including Humans (Year 1) Plants (Structure)	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~7 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc~8 identify and describe basic structure of a variety of common flowering plants, inc. trees. Sc~9 identify & name a variety of common animals inc. fish, amphibians, reptiles, birds and mammals Sc~10 identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc~11 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Sc~19 explore & compare differences between things that are living, dead, and have never been alive Sc~20 identify that most living things live in habitats to which they are suited & describe how different habitats provide for basic needs of different kinds of animals & plants, & how they depend on each other Sc~21 identify and name a variety of plants and animals in their habitats, including micro-habitats Sc~22 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.
History	Christopher Columbus	His~3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Geography	Contrasting location (Kenya)	Gg~1 name and locate the world’s seven continents and five oceans Gg~3 understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country Gg~4 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 Gg~5 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Gg~6 use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Gg~7 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
Design Technology	Food from Around The World	DT~1 design purposeful, functional, appealing products for themselves & others based on design criteria DT~2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT~3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] DT~6 evaluate their ideas and products against design criteria DT~20 use the basic principles of a healthy and varied diet to prepare dishes DT~21 understand where food comes from.
Art and Design	Observational Drawings	Art~1 to use a range of materials creatively to design and make products Art~2 to use drawing, painting & sculpture to develop & share ideas, experiences & imagination Art~3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Art~4 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.
Music	Charanga – Zoo time	Mus~1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mus~2 play tuned and untuned instruments musically Mus~3 listen with concentration and understanding to a range of high-quality live and recorded music Mus~4 experiment with, create, select and combine sounds using inter-related dimensions of music.
Computing (and Digital Literacy) INFORMATION TECHNOLOGY	CREATE & UNDERSTAND Graphs & Data	Cp~4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Cp~6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Physical Education	Gymnastics, Dance, Net/Wall games	PE~1 master basic movements including running, jumping, throwing & catching, as well as developing balance, agility and co-ordination, begin to apply these in a range of activities PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.
Physical Education	Swimming Years 1 & 2	PE~10 swim competently, confidently and proficiently over a distance of at least 25 metres PE~11 use a range of strokes effectively [for example, front crawl, back and breaststroke] PE~12 perform safe self-rescue in different water-based situations.
Religious Education (Understanding Christianity)	Why does Easter matter to Christians? UNTI: 1.5	RE~25 Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. RE~26 Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). RE~27 Recognise that Jesus gives instructions about how to behave. RE~28 Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. RE~29 Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
Religious Education (Glos. Agreed Syllabus)	Who are Muslims and how do they live? (Part 2) UNIT: 1.7	RE~38 Recognise the words of the Shahadah and that it is very important for Muslims RE~39 Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean RE~40 Give examples of how stories of the Prophet show what Muslims believe about Muhammad. RE~41 Give examples of how Muslims use the Shahadah to show what matters to them RE~42 Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) RE~43 Give examples of how Muslims put their beliefs about prayer into action. RE~44 Think, talk about and ask questions about Muslim beliefs and ways of living RE~45 Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas RE~46 Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Relationships Education (Primary)	CORE THEME 1: Health and Well-Being UNIT: It's My Body	RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RSE~17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Physical Health and Mental Wellbeing		HE~1. that mental wellbeing is a normal part of daily life, in the same way as physical health. HE~2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. HE~22. what constitutes a healthy diet (inc. understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. HE~31. the facts and science relating to allergies, immunisation and vaccination.
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: Growing Up	RSE~8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE~10. that most friendships have ups & downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
Physical Health and Mental Wellbeing		HE~11. that for most people the internet is an integral part of life and has many benefits. HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health. HE~27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. HE~30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

	NATIONAL CURRICULUM COVERAGE CYCLE A - CLASS 2 SUMMER TERM (1st & 2nd HALVES) Version – 05/09/2022		WHAT HAPPENED DURING THE GREAT FIRE OF LONDON?
English Writing – 4 x 3-wk units	To Entertain	Narrative – The Three Little Pigs Recount – Great Fire of London Narrative – Something Fishy (Animation) Non-chronological report - Animals	
	To Inform		
Maths	Geometry: Measurement: Problem solving: Measurement:	Both: Position and Direction Both: Time Both: Problem solving and efficient methods Y1 Weight and Volume	Both: Position and Direction Both: Time Both: Problem solving and efficient methods Y2 Mass Capacity and Temperature
Science	Living things & Their Habitats	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~9 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Sc~10 identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc~11 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Sc~19 explore and compare the differences between things that are living, dead, and things that have never been alive Sc~20 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 Sc~21 identify and name a variety of plants and animals in their habitats, including micro-habitats Sc~22 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.	
History	Great Fire of London	His~1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life His~2 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]	
Geography	What is it like where the land meets the sea?	Gg~1 name and locate the world’s seven continents and five oceans Gg~2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Gg~5 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Gg~6 use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Gg~7 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	
Design Technology	Homes (Strength and stability)	DT~2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT~4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics DT~6 evaluate their ideas and products against design criteria DT~7 build structures, exploring how they can be made stronger, stiffer and more stable	
Art and Design	3D Recycled ocean art (Junk Modelling)	Art~1 to use a range of materials creatively to design and make products Art~2 to use drawing, painting & sculpture to develop & share ideas, experiences & imagination Art~3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Art~4 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.	
Music	Charanga “Friendship Song”	Mus~1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mus~2 play tuned and untuned instruments musically Mus~3 listen with concentration and understanding to a range of high-quality live and recorded music Mus~4 experiment with, create, select and combine sounds using the inter-related dimensions of music.	

Computing (and Digital Literacy) Information Technology	SEQUENCE & PREDICT 2Simple 2GO	Comp~1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Comp~2 create and debug simple programs Comp~3 use logical reasoning to predict the behaviour of simple programs Comp~5 recognise common uses of information technology beyond school Cp~6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Physical Education	Athletics Striking & Fielding, OAA	PE~1 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 PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.
Religious Education (Understanding Christianity)	What is the 'good news' Christians believe Jesus brings? UNIT: 1.4	RE~19 Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. RE~20 Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. RE~21 Recognise that Jesus gives instructions to people about how to behave. RE~22 Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. RE~23 Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). RE~24 Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
Religious Education (Glos. Agreed Syllabus)	What makes some places sacred to believers? UNIT: 1.8	RE~47 Recognise that there are special places where people go to worship, and talk about what people do there RE~48 Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean RE~49 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship RE~50 Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe RE~51 Give simple examples of how people worship at a church, mosque or synagogue RE~52 Talk about why some people like to belong to a sacred building or a community. RE~53 Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas RE~54 Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World UNIT: Respecting Rights	RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Physical Health and Mental Wellbeing	World UNIT: Money Matters	HE~11. that for most people the internet is an integral part of life and has many benefits. HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World UNIT: Respecting Rights	RSE~1. that families are important for children growing up because they can give love, security and stability. RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~13. practical steps they can take in a range of different contexts to improve or support respectful relationships. RSE~17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		HE~3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. HE~8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

	NATIONAL CURRICULUM COVERAGE CYCLE B - CLASS 2 AUTUMN TERM (1st & 2nd HALVES) Version – 05/09/2022		WHO WERE FLORENCE NIGHTINGALE AND EDITH CAVELL?
English Writing – 4 x 3-wk units	To Entertain	Narrative – How to hide a lion Instructions – How to hide a _____?	
	To Inform	Poetry – Bonfire Night (shape poems) Posters – Christmas adverts/animations	
Maths	Place Value:	Y1 Numbers to 20 -	Y2 Numbers to 100
	Add & Subtract:	Y1 Numbers within 20 (inc money)	Y2 Numbers within 100 (inc money)
	Number:	Y1 Place Value to 50 and multiplication	Y2 Multiplication
Science	Plants (Life Cycles)	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~7 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc~8 identify and describe basic structure of a variety of common flowering plants, inc. trees. Sc~23 observe and describe how seeds and bulbs grow into mature plants Sc~24 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
History	How did Florence Nightingale and Edith Cavell improve hospitals?	His~1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life His~3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] His~4 significant historical events, people and places in their own locality.	
Geography			
Design Technology	Moving Pictures (Sliders and Leavers)	DT~1 design purposeful, functional, appealing products for themselves and other users based on design criteria DT~3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] DT~8 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
Art and Design	Painting – (Wassily Kandinsky)	Art~1 to use a range of materials creatively to design and make products Art~2 to use drawing, painting and sculpture to develop and share their ideas, experiences & imagination Art~3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Art~4 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.	
Music DRAFT	Hands Feet & Heart	Mus~1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mus~2 play tuned and untuned instruments musically Mus~3 listen with concentration and understanding to a range of high-quality live and recorded music Mus~4 experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Computing (and Digital Literacy) Computer Science	Algorithms & Sequences Bee-bots & other floor robots	Cp~1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Cp~2 create and debug simple programs Cp~3 use logical reasoning to predict the behaviour of simple programs Cp~6 use technology safely & respectfully, keeping personal information private; identify where to go for help & support when concerned about content/contact on the internet/other online technologies.	

Physical Education	Invasion Games, Gymnastics	PE~1 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 PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.
Religious Education (Understanding Christianity)	Who do Christians say made the World? UNIT: 1.2	RE~8 Retell the story of creation from Genesis 1:1–2.3 simply. RE~9 Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. RE~10 Say what the story tells Christians about God, Creation and the world. RE~11 Give at least one example of what Christians do to say thank you to God for Creation. RE~12 Think, talk and ask questions about living in an amazing world RE~13 Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.
Religious Education (Glos. Agreed Syllabus)	What does it mean to belong to a faith community? UNIT 1.10	RE~63 Recognise that loving others is important in lots of communities. RE~64 Say simply what Jesus and one other religious leader taught about loving other people. RE~65 Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. RE~66 Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). RE~67 Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. RE~68 Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
Relationships Education (Primary)	CORE THEME 1: Health and Wellbeing UNIT: Aiming High	RSE~3. that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~13. practical steps they can take in a range of different contexts to improve or support respectful relationships. RSE~16. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. RSE~15. the importance of self-respect and how this links to their own happiness.
Physical Health and Mental Wellbeing		HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
Relationships Education (Primary)	CORE THEME 1: Health and Wellbeing UNIT: Think Positive	RSE~1. that families are important for children growing up because they can give love, security and stability. RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Physical Health and Mental Wellbeing		HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

	NATIONAL CURRICULUM COVERAGE CYCLE B - CLASS 2 SPRING TERM (1st & 2nd HALVES) Version – 05/09/2022		WONDERFUL WEATHER
English Writing – 4 x 3-wk units	To Entertain	Narrative – Lila and the secret of rain Poetry – Tree (Seasons Come, Seasons Go)	
	To Inform	Narrative – The Bear and The Piano Instructions – Making pitta pizzas	
Maths	Number: Data: Measurement: Geometry: Number:	Y1 Division & Consolidation Y1 Place Value to 100 Both: Length and Height Y1 Shape & consolidation Y1 Fractions and consolidation	Y2 Division Y2 Statistics Both: Length and Height Y2 Properties of Shape Y2 Fractions
Science	Animals including Humans (Year 2) (Healthy Animals)	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~12 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Sc~25 notice that animals, including humans, have offspring which grow into adults Sc~26 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc~27 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Science	Seasonal Changes (Wild Weather)	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~17 observe changes across the four seasons Sc~18 observe and describe weather associated with the seasons and how day length varies.	
History			
Geography	Map Work and Weather	Gg~2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Gg~4 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 Gg~7 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 Gg~8 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 Gg~9 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	
Design Technology	Healthy Lunchboxes	DT~20 use the basic principles of a healthy and varied diet to prepare dishes DT~21 understand where food comes from.	
Art and Design	Seasonal Art Guiseppe Arcimboldo	Art~1 to use a range of materials creatively to design and make products Art~2 to use drawing, painting & sculpture to develop & share ideas, experiences & imagination Art~3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Art~4 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.	
Music DRAFT	I Wanna Play In A Band	Mus~1 use their voices expressively & creatively by singing songs & speaking chants & rhymes Mus~2 play tuned and untuned instruments musically Mus~3 listen with concentration and understanding to a range of high-quality live and recorded music Mus~4 experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Computing (and Digital Literacy) Information Technology	CREATE & SHARE (DTP)	Cp~4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Cp~5 recognise common uses of information technology beyond school Cp~6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	

Physical Education	Gymnastics, Dance, Net/Wall games	PE~1 master basic movements including running, jumping, throwing & catching, as well as developing balance, agility and co-ordination, begin to apply these in a range of activities PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.
Physical Education	Swimming – Years 1 & 2	PE~10 swim competently, confidently and proficiently over a distance of at least 25 metres PE~11 use a range of strokes effectively [for example, front crawl, back and breaststroke] PE~12 perform safe self-rescue in different water-based situations.
Religious Education (Understanding Christianity)	What do Christians believe God is like? UNIT: 1.1	RE~1 Identify what a parable is RE~2 Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. RE~3 Give clear, simple accounts of what the story means to Christians RE~4 Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) RE~5 Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) RE~6 Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas RE~7 Give a reason for the ideas they have and the connections they make.
Religious Education (Glos. Agreed Syllabus)	Who is Jewish and how do they live (Part 1) UNIT: 1.6	RE~30 Recognise the words of the Shema as a Jewish prayer RE~31 Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) RE~32 Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. RE~33 Give examples of how Jewish people celebrate (e.g. Shabbat, Sukkot, Chanukah) RE~34 Make links between Jewish ideas of God found in the stories and how people live RE~35 Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) RE~36 Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas RE~37 Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: Team	RSE~7. how important friendships are in making us feel happy and secure, and how people choose and make friends. RSE~8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RSE~12. the importance of respecting others, even when they are very different from them (for example, physically in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~20. that people sometimes behave differently online, including by pretending to be someone they are not. RSE~21. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. RSE~26. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. RSE~27. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. RSE~28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
Physical Health and Mental Wellbeing		HE~7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. HE~9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: V.I.P.s	RSE~1. that families are important for children growing up because they can give love, security and stability. RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. RSE~7. how important friendships are in making us feel happy and secure, and how people choose and make friends. RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RSE~8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE~11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. RSE~13. practical steps they can take in a range of different contexts to improve or support respectful relationships.
Physical Health and Mental Wellbeing		HE~2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. HE~7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

	NATIONAL CURRICULUM COVERAGE CYCLE B - sCLASS 2 SUMEER TERM (1st & 2nd HALVES) Version – 05/09/2022		LOCAL AREA STUDY
English Writing – 4 x 3-wk units	To Entertain	Narrative – The Twits Non-chronological report - Brunel	
	To Inform	Narrative – The Last Wolf Non-chronological report - Animals	
Maths	Geometry: Measurement: Problem solving: Measurement:	Both: Position and Direction Both: Time Both: Problem solving and efficient methods Y1 Weight and Volume	Both: Position and Direction Both: Time Both: Problem solving and efficient methods Y2 Mass Capacity and Temperature
Science	Living things & their Habitats	Sc~1 asking simple questions and recognising that they can be answered in different ways Sc~2 observing closely, using simple equipment Sc~3 performing simple tests Sc~4 identifying and classifying Sc~5 using their observations and ideas to suggest answers to questions Sc~6 gathering and recording data to help in answering questions. Sc~9 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Sc~10 identify & name a variety of common animals that are carnivores, herbivores & omnivores Sc~11 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Sc~19 explore and compare the differences between things that are living, dead, and things that have never been alive Sc~20 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 Sc~21 identify and name a variety of plants and animals in their habitats, including micro-habitats Sc~22 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.	
History	Isambard Kingdom Brunel	His~1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life His~3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] His~4 significant historical events, people and places in their own locality.	
Geography	Local Area	Gg~5 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Gg~6 use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Gg~9 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 Gg~8 use 4 simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Gg~10 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.	
Design Technology	Moving Vehicles (Axels & Wheels)	DT~1 design purposeful, functional, appealing products for themselves and other users based on design criteria DT~2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT~3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] DT~5 explore and evaluate a range of existing products	
Art and Design	Sculpture (Andy Goldsworthy)	Art~1 to use a range of materials creatively to design and make products Art~2 to use drawing, painting & sculpture to develop & share ideas, experiences and imagination Art~3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Art~4 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.	
Music DRAFT	Friendship Song	Mus~1 use voices expressively and creatively by singing songs, speaking chants and rhymes Mus~2 play tuned and untuned instruments musically Mus~3 listen with concentration and understanding to a range of high-quality live and recorded music Mus~4 experiment with, create, select and combine sounds using the inter-related dimensions of music.	

Computing (and Digital Literacy) Computer Science	CREATE & DEBUG Flobot & other screen 'robots'	Cp~1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Cp~2 create and debug simple programs Cp~3 use logical reasoning to predict the behaviour of simple programs Cp~6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Physical Education	Athletics Striking & Fielding, OAA	PE~1 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 PE~2 participate in team games, developing simple tactics for attacking and defending PE~3 perform dances using simple movement patterns.
Religious Education (Glos. Agreed Syllabus)	Who are the Jews and how do they live (Part 2) UNIT: 1.6	RE~30 Recognise the words of the Shema as a Jewish prayer RE~31 Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) RE~32 Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. RE~33 Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) RE~34 Make links between Jewish ideas of God found in the stories and how people live RE~35 Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) RE~36 Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas RE~37 Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Religious Education (Glos. Agreed Syllabus)	How should we care for the world and for others, and why does it matter? UNIT: 1.9	RE~55 Identify a story or text that says something about each person being unique & valuable RE~56 Give an example of a key belief some people find in one story (e.g. that God loves all people) RE~57 Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world RE~58 Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories RE~59 Give examples of how Christians and Jews can show care for the natural earth RE~60 Say why Christians and Jews might look after the natural world. RE~61 Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world RE~62 Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World UNIT: Diverse Britain	RSE~1. that families are important for children growing up because they can give love, security & stability RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~13. practical steps they can take in a range of different contexts to improve or support respectful relationships. RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		HE~16. how to be a discerning consumer of information online including understanding that information including that from search engines, is ranked, selected and targeted. HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World UNIT: One World	RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~13. practical steps they can take in a range of different contexts to improve or support respectful relationships. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		(None)