

FERRARI CURRICULUM OVERVIEW

Year 1 and 2

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English:



At British Forces School Naples, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. To support planning, we use *No Nonsense Literacy: Teaching Sequences for Writing* which are a series of stimulating, hands-on learning activities based on high-quality texts that model effective and exciting writing to develop reading, writing, listening and grammar skills. Children have the opportunity to read to an adult at school on a regular basis. In addition to this, class teachers listen to groups of children read in a 'guided reading group' or together as a whole class. Throughout our guided reading sessions, children develop a range of reading skills through the use of 'VIPERS'. Our teaching of phonics through *Read Write Inc Phonics* continues into Key Stage 1 and children progress to *Read Write Inc Spelling* when they have completed the phonics programme. There are also many cross-curricular English opportunities through our use of Cornerstones which exposes children to rich, challenging texts and gives them the opportunity to write across a range of genres that link to their learning.



Maths



At British Forces School Naples, we aim for all children to become resilient, fluent mathematicians with an ability to tackle problem solving and take on maths in the real world. To ensure consistency and progression, we use the White Rose Maths scheme throughout our school. White Rose premium resources and NCETM materials are used to support planning and resourcing.

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The Cornerstones Curriculum – History, Geography, Science, Art and DT

At British Forces School Naples we have adopted the Cornerstones Curriculum for the teaching of Science, History, Geography, Art and DT. We use this as a basis for our structure and within this very much understand the importance of personalising the curriculum to our children, our setting and our unique community

Cornerstones Curriculum is delivered through a range of inspirational yet rigorous knowledge rich projects that allow children to learn in a way that motivates and interests them. These are based on the National Curriculum, but bring learning together in new and exciting ways. Each project combines different strands of learning so that children learn more holistically and start to challenge themselves and learn problem solving skills as they create truly fantastic learning opportunities. Cornerstones provides our children with a good level of challenge, giving them opportunities to solve problems, apply themselves creatively and express their knowledge and understanding. The content of our curriculum is broad, varied and engaging and covers all statutory content set out in the subject programmes of study. In Years 1 to 6, curriculum content is organised into a range of driver projects and companion projects. Driver projects span a full term and, companion projects are linked to the main driver project. Companion projects are subject-focused for geography, art and design and design technology.

Each individual project is split into sections, which see children progress through four stages of learning: Engage, Develop, Innovate and Express.

At the 'Engage' stage, children may:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- ask questions and make links to prior knowledge
- have lots of fun to fully 'engage' with their new topic.

At the 'Develop' stage, children may:

- improve their knowledge and understanding of the topic
- develop and practise their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum



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- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- make links across the curriculum.

At the 'innovate' stage, children:

- apply skills, knowledge and understanding in new contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

At the 'Express' stage, children may:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

Computing

D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum.

The aim of this approach is to provide a scheme that deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way.

The stages of the lessons are as follows:

D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.

A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s)

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R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.

E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.

S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum.

Music

At British Forces School Naples, we believe that Music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and plays an important role in the personal development of each child. Music reflects culture and society and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important role in helping children feel part of a community.

We use Music Express, a published scheme of work, to deliver the National Curriculum for Key Stage 1 and 2. The scheme of work is flexible, creative and makes cross curricular links. The range of resources within Music Express supports teachers who are non-specialists.



PSHE



The skills taught in PSHE enable pupils to develop the skills they need to flourish in the wider curriculum and in life as a whole. PSHE helps pupils to understand their own personal value, and how as individuals, they fit into and contribute to the world. PSHE helps to develop emotional literacy, build resilience and supports mental and physical wellbeing, in turn supporting emotional awareness, concentration and focus.

To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in a whole school assembly.

There are 6 lessons per theme and every lesson has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green). Lessons are underpinned by the Jigsaw behaviour charter, which reinforces respect for each other – taking turns, being kind and positive and respecting confidentiality.

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PE

For our PE curriculum, we meet National Curriculum expectations for PE through our use of the **Rising Stars Champions PE Scheme**. Champions is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. The Sports and Fitness lessons are covered in twice weekly PE slots and the Health lessons can be taught in one of the PE sessions, a science or PSHE lesson (as they often cover objectives from those programmes of study), or in a carpet time or discussion with the children.





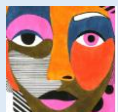








Modern Foreign Languages (MFL) - Italian



We aspire in teaching MFL at British Forces School Naples to foster an interest and enjoyment in learning a language and an enthusiasm to find out about the different cultures around the world. MFL is taught as a discrete subject and is taught through Italian. It is taught twice weekly for approximately fifteen to thirty minutes depending on the age of cohort, by our locally employed Italian tutor.

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CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver Project	Childhood  <i>(History)</i>		School Days  <i>(History)</i>		Bright Lights, Big City  <i>(Geography)</i>	
Companion Projects to allow full coverage of Art and Design, DT and Geography	Mix It! (Year 1)  <i>(Art and Design)</i>	Funny Faces and Fabulous Features  <i>(Art and Design)</i>	Street View  <i>(Art and Design)</i>		Rain and Sunrays  <i>(Art)</i>	
	Shade and Shelter  <i>(Design Technology)</i>		Chop, Slice and Mash  <i>(DT)</i>		Taxi  <i>(DT)</i>	
	Our Wonderful World  <i>(Geography)</i>		Geography within the main history project		Geography is the main driver project	
Enrichment ideas and key events	Visit/virtual chat with a grandparent Visiting artist in the community Contemporary Art Gallery visit Science Museum Visit – human body section STEM Week – Term 1.1 Nativity – Term 1.2		Visit from community members – school days Visit to compare and contrast with local Italian school Local fruit and vegetable producers Zoo visit Sketching visit to JFC World Book Day		Visit to a local landmark/comparative study with Naples Transport Museum Visit from an Engineer Arts Week – Term 3.2 Sports Day Term – 3.1	

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		Enterprise Easter Fair – Term 2.2			
Suggested Class text	<i>Wilfrid Gordon McDonald Partridge</i> by Mem Fox (linked to History) text <i>Here We Are</i> by Oliver Jeffers (Linked to Geography)	<i>Whiffy Wilson: The Wolf who wouldn't go to school</i> by Caryl Hart (linked to History)	<i>Topsy and Tim Visit London</i> by Jean and Gareth Adamson (Linked to Geography)		
Literacy: Book Writes or Cornerstones	Planning for Literacy is taken from Devon Education Services Book Write Schemes. Please see English Writing Overview.				
Phonics and Spelling	Children in Key Stage 1 continue to be taught phonics, using Read Write Inc Phonics, in small groups depending on their stage not age – see phonics progression grid. Children in Year 1 complete the phonics screening check at the end of the year. It is our aim that children in Year 2 complete the Read Write Inc Phonics programme by end of the first half of the autumn term in Year 2. When children have completed Read Write Inc Phonics, they progress to Read Write Inc Spelling.				
Maths:	White Rose Maths – Scheme of Learning Mixed Age Year 1/2 (version 3.0)				
	Year 1: <ul style="list-style-type: none"> • Place Value – within 10 • Addition and Subtraction – within 10 • Geometry – 2D and 3D shape Year 2: <ul style="list-style-type: none"> • Place Value – numbers to 100 • Addition and Subtraction – numbers within 100 • Geometry – properties of 2D and 3D shapes 	Year 1: <ul style="list-style-type: none"> • Place Value – within 20 • Addition and Subtraction – within 20 • Place value – within 50 • Measurement – length and height • Measurement – mass and volume Year 2: <ul style="list-style-type: none"> • Measurement – money • Multiplication and Division • Measurement – length and height • Measurement – mass, capacity and temperature 	Year 1: <ul style="list-style-type: none"> • Multiplication and Division • Fractions – halves and quarters • Geometry – position and direction • Place Value – within 100 • Measurement – money • Measurement – time Year 2: <ul style="list-style-type: none"> • Statistics – tally charts, tables, pictograms • Fractions • Geometry – position and direction • Problem Solving • Measurement – time 		
Science	<u>Everyday Materials</u> <i>This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to</i>	<u>Human Senses</u> <i>This project teaches children that humans are a type of animal known as a mammal. They name and count body parts and identify similarities and differences. They learn about the senses, the body parts associated with each</i>	<u>Plant Parts</u> <i>This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.</i> PoS:	<u>Animal Parts</u> <i>This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for.</i>	<u>Seasonal Changes</u> <i>This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.</i> Pos: <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways.

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	<p><i>recognise that a material's properties define its use.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Describe the simple physical properties of a variety of everyday materials. • Distinguish between an object and the material from which it is made. • Gather and record data to help in answering questions. • Identify and classify. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth - Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. 	<p><i>sense and their role in keeping us safe.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Gather and record data to help in answering questions. • Identify and classify. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth - Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. • Breadth - Develop scientific knowledge and conceptual understanding through the 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Gather and record data to help in answering questions. • Identify and classify. • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. • Breadth Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. 	<p>PoS:</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Gather and record data to help in answering questions. • Identify and classify. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth - Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics 	<ul style="list-style-type: none"> • Gather and record data to help in answering questions. • Identify and classify. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Observe and describe weather associated with the seasons and how day length varies. • Observe changes across the four seasons. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth - Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. • Breadth - Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
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		specific disciplines of biology, chemistry and physics.			
History	<p>Childhood <i>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources</i> Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen’s coronation, King’s Coronation; Enquiry</p> <p>PoS:</p> <ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally. • Learn about significant historical events, people and places in their own locality. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Breadth - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Breadth - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Breadth - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>School Days <i>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</i> Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p> <p>PoS:</p> <ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally. • Learn about significant historical events, people and places in their own locality. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Breadth - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Breadth - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Breadth - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<p>As part of Bright Lights, Big City Significant event – Great Fire of London</p> <p>PoS:</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally or globally. 		

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<p>Geography</p>	<p><u>Our Wonderful World</u> <i>This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features</i> Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; Countries and capital cities of the UK; Protecting natural environments; Fieldwork PoS:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • 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. • 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. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>As part of School Days PoS:</p> <ul style="list-style-type: none"> • 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. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • 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. • Breadth Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. 	<p><u>Bright Lights, Big City</u> <i>This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</i> Local landmarks; Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; London – a capital city; Landmarks; Aerial images; Maps; Directions – locational and directional language; Geographical similarities and differences PoS:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • 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. • 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. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • 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. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. • Breadth - Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and
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	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage 		<p>how these provide a geographical context for understanding the actions of processes.</p>	
Art and Design	<p>Mix it! (Year 1) <i>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</i> Colour theory; Colour wheel; Primary and secondary colours PoS:</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Breadth - Evaluate and analyse creative works using the language of art, craft and design. 	<p>Funny Faces and Fabulous Features <i>This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</i> PoS:</p> <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Breadth Evaluate and analyse creative works using the language of art, craft and design. Breadth Produce creative work, exploring their ideas and recording their experiences. 	<p>Street View <i>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.</i> PoS:</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Breadth Evaluate and analyse creative works using the language of art, craft and design. Breadth Produce creative work, exploring their ideas and recording their experiences. 	<p>Rain and Sunrays <i>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</i> PoS:</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products. Breadth Evaluate and analyse creative works using the language of art, craft and design. Breadth Produce creative work, exploring their ideas and recording their experiences.

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<p>Design Technology</p>	<p>Shade and Shelter <i>This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.</i> PoS:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 		<p>Chop, Slice and Mash <i>This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a sandwich according to specific design criteria.</i> PoS:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Understand where food comes from. • Use the basic principles of a healthy and varied diet to prepare dishes. • Breadth - Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world 		<p>Taxi <i>This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</i> PoS:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Breadth Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 	
<p>Computing (D.A.R.E.S)</p>	<p>Sound – Podcasting Outcomes:</p> <ul style="list-style-type: none"> • Write and record a script using a teleprompter tool. • Record own voice and add different effects. 	<p>Photo and Digital Art – Robot Avatars Outcomes:</p> <ul style="list-style-type: none"> • Create a digital 360 design and bring it into surroundings through AR • Know how to select and use tools to create digital imagery • Explain how other people may look and act differently online and offline. 	<p>Animation – Stop motion Outcomes:</p> <ul style="list-style-type: none"> • Create a simple stop motion animation. • Explain how an animation/flip book works • Write algorithms for everyday tasks • Use logical reasoning to predict the outcome of algorithms • Understand decomposition is breaking objects/ 	<p>Programming – Simple Algorithms with Daisy the Dino Outcomes:</p> <ul style="list-style-type: none"> • Understand what algorithms are • Write simple algorithms • Understand the sequence of algorithms is important • Create a simple program on a digital device, e.g. BeeBot or tablet • Use sequence in programs 	<p>Video Creation – Masking Tool Storytime Outcomes:</p> <ul style="list-style-type: none"> • Know how to use tools to add effects to a video • Know how to begin to use green screen techniques and masking with support 	<p>Programming - Knock, Knock, Joke Scratch Jr Outcomes:</p> <ul style="list-style-type: none"> • Understand decomposition is breaking objects/processes down • Know how to debug algorithms • Understand programs follow precise instructions • Know how to create programs using different

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			<p>processes down</p> <ul style="list-style-type: none"> • Know how to debug algorithms 	<ul style="list-style-type: none"> • Locate and fix bugs in a programme 		<p>digital devices E.g. Bee Bot or ScratchJr on a tablet</p> <ul style="list-style-type: none"> • Know how to debug programs of increasing complexity • Know how to use logical reasoning to predict
E-Safety through PSHE	<p>Elements of e-safety are also taught through Jigsaw PSHE. The Jigsaw framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours.</p> <p>Relationships If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say. They give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching) and know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. They explain how passwords can be used to protect information, accounts and devices</p> <p>Healthy Me Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true. They explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment and how these rules help to protect anyone accessing online technology.</p> <p>Celebrating Difference Children learn about ways that some people can be unkind online and offer examples of how this can make others feel. They describe how to behave online in ways that do not upset others and can give examples.</p>					
RE:	<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Describe simply some Christian beliefs about God • Describe simply some Christian beliefs about Jesus • Retell a story that shows what Christians believe about God • Share what a story about God might mean • Share what the stories about Jesus say about good, bad, right and wrong • Talk about issues of good and bad, right and wrong related to the stories • Ask some questions about believing in God • Explain some ideas of my own about God 	<p>Who can we learn from sacred books?</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories • Ask and suggest answers to questions arising from stories Jesus told and from another religion • Talk about issues of good and bad, right and wrong arising from the stories 	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience, for Christians and for Jews or Muslims • Think about why symbols of belonging matter to believers • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean • Identify ways people show they belong to each other when they get married 	<p>Who is a Jewish and what do they believe?</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means 		

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				<ul style="list-style-type: none"> Respond to examples of co-operation between different people 		
<p>PSHE</p> <p>Jigsaw Year 1</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> Understand the rights and responsibilities as a member of a class and know that we each belong Know views are valued and contribute to the Learning Charter Recognise that we make choices and understand consequences Recognise the range of feelings when we face certain consequences Understand our rights and responsibilities within our Learning Charter 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> Identify similarities and differences between people in our class Understand what bullying is and how it feels to be bullied Know the people who to talk to if feeling unhappy or being bullied Know how to make new friends Understand these differences make us all special and unique 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Talk about things we do well Set a goal and work out how to achieve it Understand how to work well with a partner and celebrate achievement together Identify how it feels when faced with a new challenge, tackle a new challenge and understand this might stretch our learning Identify obstacles which make it more difficult to achieve a new challenge and work out how to overcome them Explain how it feels when we succeed in a new challenge and how we can celebrate it 	<p>Healthy Me</p> <ul style="list-style-type: none"> Understand the difference between being healthy and unhealthy, and know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep clean and healthy, and understand how germs cause disease/illness Know that all household products including medicines can be harmful if not used properly Understand that medicines can help us if we feel poorly and know how to use them safely Know how to keep safe when crossing the road, and about people who can help us to stay safe Know who to ask for help when we feel frightened Explain ways in which we think our body is amazing and identify some ways to keep it safe and healthy 	<p>Relationships</p> <ul style="list-style-type: none"> Identify family members and understand that there are lots of different types of families Identify what being a good friend means Know appropriate ways of physical contact to greet friends and recognise which forms of physical contact are acceptable and unacceptable to me Know who can help us in our school community and know how to ask for help Recognise our individual qualities as person and a friend and know ways to praise ourselves Express how we feel about a special person and why we appreciate them 	<p>Changing Me</p> <ul style="list-style-type: none"> Begin to understand the life cycles of animals and humans Understand that changes happen as we grow and that this is OK and some things stay the same Understand that growing up is natural and that everybody grows at different rates Identify the parts of the body that make boys different to girls and use the correct names for these Understand which parts of our body are private Understand that every time we learn something new we change a little bit Explain changes that have happened in our lives and know some ways to cope with changes
PE	<p>Sport: Mighty Movers (Running)</p> <ul style="list-style-type: none"> Run efficiently using the arms. Demonstrate running with balance and co-ordination. 	<p>Sport: Multi-Skills</p> <ul style="list-style-type: none"> Explore static balancing. Understand concepts of bases Combine a number of co-ordination drills, using upper and lower body movements. 	<p>Sport: Skip to the Beat</p> <ul style="list-style-type: none"> Perform skipping moves with agility, balance and co-ordination. Explore different ways of jumping/hopping with balance and accuracy. 	<p>Sport: Brilliant Ball Skills</p> <ul style="list-style-type: none"> Use hand-eye co-ordination to control a ball. Catch a variety of objects. Vary types of throw. Kick and move with a ball. 	<p>Sport: Active Athletics</p> <ul style="list-style-type: none"> Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. 	<p>Sport: Throwing and Catching (Cricket)</p> <ul style="list-style-type: none"> Throw a ball underarm with accuracy. Position the body to strike a ball. Practise striking a small ball.

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<p>(Rising Stars Champions – Year 2)</p>	<ul style="list-style-type: none"> Understand the purpose of a circuit and how it can improve fitness. <p>Fitness: Groovy Gymnastics</p> <ul style="list-style-type: none"> Remember and repeat simple gymnastic actions with control. Balance on isolated parts of the body using the floor and hold balance Develop a range of gymnastic moves, particularly balancing. Link together a number of gymnastic actions into a sequence. Explore ways of travelling around on large apparatus. Choose and use a variety of gymnastic actions to make a sequence. 	<ul style="list-style-type: none"> Aim a variety of balls and equipment accurately Travel in different ways, showing clear transitions between movements. Maintain balance when changing direction Use skills learned in a game <p>Fitness: Boot Camp</p> <ul style="list-style-type: none"> Understand how to prepare the body for exercise. Understand what fitness means Complete a range of circuit-based activities and understand the reason for doing them. Understand what happens to the heart rate during exercise. 	<ul style="list-style-type: none"> Skip with control and balance <p>Fitness: Ugly Bug Ball Dance</p> <ul style="list-style-type: none"> Explore different levels and speeds of movement. Explore different levels and speeds of movement. Develop a range of dance movements and improve timing. Work to music, creating movements that show rhythm and control. 	<ul style="list-style-type: none"> Develop catching and dribbling skills. Use ball skills in a mini festival. <p>Fitness: Gymfit Circuits</p> <ul style="list-style-type: none"> Identify techniques to improve balance. Practise a range of gymnastic skills through a series of circuits and with increased accuracy. Evaluate performance of gymnastic moves within a circuit 	<ul style="list-style-type: none"> Hurdle an obstacle and maintain effective running style. Run for distance. Complete an obstacle course with control and agility. <p>Fitness: Fitness Frenzy</p> <ul style="list-style-type: none"> Complete a circuit of activities Understand the purpose of a circuit and how it can improve fitness. Skip with control and balance Evaluate my performance of gymnastic moves within a circuit. Improve core strength, balance and agility 	<ul style="list-style-type: none"> Develop catching skills. Throw a ball for distance Practise throwing skills in circuit. Play a game fairly and in a sporting manner. Use fielding skills to play a game. <p>Fitness: Cool Core (Strength)</p> <ul style="list-style-type: none"> Develop and improve core strength and agility
<p>Music (Music Express)</p>	<p>Ourselves (Year 1 topic)</p> <ul style="list-style-type: none"> Creating and responding to vocal sounds Exploring how to change sounds Creating and placing vocal and body percussion sounds Exploring descriptive sounds <p>Animals (Year 2 topic)</p> <ul style="list-style-type: none"> Listening to a steady beat and responding in movement Identifying and responding to changes in pitch, upwards and downwards Performing changes in pitch using whole body movement and voice 	<p>Storytime (Year 2 topic)</p> <ul style="list-style-type: none"> Combining sounds to create a musical effect Understanding how music, dance and drama can combine in storytelling Exploring voices to create descriptive musical effects Creating and matching descriptive sounds made with the voice Combining sounds to create a musical effect Performing to an audience <p>Weather (Year 1 topic)</p> <ul style="list-style-type: none"> Exploring and controlling dynamics (volume), duration 	<p>Machines (Year 1 topic)</p> <ul style="list-style-type: none"> Playing and maintaining a steady beat Sequencing sounds Playing to a steady beat Playing at different speeds (tempi) Controlling changes in speed (tempi) Exploring different ways to emphasise the first beat in a repeating pattern or metre Identifying metre by recognising its pattern Exploring sounds on instruments and finding different ways to vary their sound 	<p>Pattern (Year 1 topic)</p> <ul style="list-style-type: none"> Marking a steady beat with voices and body percussion Counting a steady beat in patterns of 2, 3 and 4 beats (metre) Performing a steady beat in patterns of 2, 3 and 4 beats (metre) <p>Travel (Year 2 topic)</p> <ul style="list-style-type: none"> Exploring patterns of physical movement in a game song Responding to a song with movement Using simple musical vocabulary to describe music 	<p>Our School (Year 1 topic)</p> <ul style="list-style-type: none"> Exploring different sound sources and materials Analysing the dynamics and duration of sounds around the school Exploring these elements/ dimensions on instruments Creating two contrasting textures Singing a song Interpreting sounds and exploring instruments Creating a soundscape as part of a song performance <p>Water (Year 2 topic)</p>	<p>Number (Year 1 topic)</p> <ul style="list-style-type: none"> Recognising and developing a sense of steady beat through using voices and body percussion Identifying and performing changes in tempo Learning to play percussion with control Keeping a steady beat and using dynamics to vary the musical effect Recognising and responding to changes in tempo in music <p>Our bodies (Year 2 topic)</p> <ul style="list-style-type: none"> Recognising and responding to steady beat

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	<ul style="list-style-type: none"> Understanding and performing upwards and downwards pitch direction Reading pitch line notation Playing pitch lines on tuned percussion Combining pitch change with changes in other elements/dimensions 	<p>and timbre with voices, body percussion and instruments</p> <ul style="list-style-type: none"> Improvising descriptive music Controlling duration and dynamics using voices, body percussion and instruments Identifying a sequence of sounds (structure) in a piece of music Responding to music through movement 	<p>Seasons (Year 2 topic)</p> <ul style="list-style-type: none"> Singing with expression, paying attention to the pitch shape of the melody Using sign language in a song Accompanying a song with vocal and instrumental ostinato Identifying rising and falling pitch Performing a rising pitch sequence in a song Listening and responding to pitch changes with movements Singing with expression and paying attention to the pitch shape of the melody 	<ul style="list-style-type: none"> Combining steady beat and rhythms to accompany a song Listening and responding to contemporary orchestral music Playing an instrument game to practise steady beat at changing tempi Preparing and improving a performance using movement, voice and percussion Using instruments expressively Understanding notation 	<ul style="list-style-type: none"> Understanding pitch through singing, movement and note names Performing a melody Understanding melody through songs, movement and performing pitch shapes on tuned instruments Exploring and developing an understanding of pitch Using musical scales, high notes and low notes in a composition 	<ul style="list-style-type: none"> Recognising and responding to a rhythm ostinato pattern Recognising and playing rhythmic patterns Recognising and responding to steady beat at different tempi Playing steady beats at different tempi on body percussion and instruments Singing in two parts and combining steady beats Recognising and responding to different steady beats Performing rhythmic movement patterns to a steady beat Performing rhythmic patterns on percussion
Italian	<ul style="list-style-type: none"> Greet someone at different times of the day and say own name Ask someone their name Say your age and ask someone their age Ask how someone is and say how you are Tell someone where you are from and ask them where they are from Count to at least 10 Learn colours Learn days of the week and months of the year Ask and answer questions about the weather 	<ul style="list-style-type: none"> Know the names of different pieces of cutlery and basic tableware Know the names of meals and different items of food Learn and sing Italian Christmas songs Listen to and discuss new vocabulary from Italian Christmas stories Know some Italian Christmas traditions Create Italian Christmas cards and write Christmas messages 	<ul style="list-style-type: none"> Understand and retell an Italian traditional story –La Befana. Know the traditions that go with the celebration of La Befana. Name parts of the face Begin to learn the names of some animals Sing songs in Italian about animals Know the names of some clothing and respond to a question about clothing Describe what I am wearing Revise colours and numbers from Autumn 1. 	<ul style="list-style-type: none"> Learn about Carnevale, the story of Arlecchino and make Carnevale masks Learn a song for Carnevale Understand the traditions linked to Carnevale Know the names of some of the rooms and furniture inside a house Understand Father’s day traditions in Italy – including card making Understand Italian Easter traditions. Ask for directions and to give directions Use knowledge of positional language to take part in an Easter egg hunt 	<ul style="list-style-type: none"> Name a arrange of different forms of transport Understand Mother’s Day traditions in Italy – including card making Learn the names of some shops in Italian Revise how to ask for directions and to give directions Tell the time to o’clock and half past Learn simple phrases related to the time e.g. late, early, on time, delayed. 	<ul style="list-style-type: none"> Begin to understand the geography of Italy Learn about tourism in Italy Understand the similarities and differences between mountain, countryside and beach holidays in Italy Consolidate vocabulary linked to what we have learnt this year.













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Occupations <i>(Linked to main topic)</i>	museum curator, archivist, tour guide, historian, genealogist, teacher, biographer		museum curator, archivist, tour guide, historian, genealogist, , biographer, Headteacher, teacher, learning support assistant, nursery manager, childcare professional, school business manager, school administrator, caretaker, librarian		Occupations within the tourism industry e.g. marketing, travel consultant, tour guide, travel agent, Yeoman Warders at the Tower of London, flight attendants, pilots etc. sculptors, cartographer, conservators, historian, heritage officer, mayor, local government officials	
SMSC and FBV	Children at BFS Naples will explore SMSC and FBV through a range of experiences including: SEE APPENDIX A					
Cultural Capital	We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly, through daily life in school and some are through planned activities such as educational visits or residential. (see cultural capital statement – Appendix B)					
Key vocabulary <i>(LINKED TO CORNERSTONES DRIVER TOPIC)</i>	adult, artefact, baby, birthday, child, childhood, coronation, elderly, family, family tree, museum, old, past, present, teenager, toddler, Victorian wedding, young		Arithmetic, blackboard, cane, centenary, classroom, dunce’s hat, era, future, Industrial Revolution, leisure, lesson, misbehave, needlework, past, playground, present, punishment, reading, Victorian, woodwork, writing		airport, bakery, Belfast, capital, cathedral, city, Cardiff, cliff, country, countryside, Edinburgh, England, flag, forest, Great Fire of London, hill, hospital, house, human feature, landmark, London, man-made, map, mayor, monarch, monument, mountain, museum, natural, Northern Ireland, physical feature, Pudding Lane, queen, , river, road, rural, school, Scotland, sea, settlement, souvenir, symbol, theatre, tour, tourist, town, union, United Kingdom, urban, village, Wales	
Learning Behaviours	Motivated Bee <i>I am an active and motivated learner.</i>  Italian Bee I take pride in my work. I am enthusiastic about learning. I can stay on task.	Collaborative Dolphin <i>We can work well together.</i>  Striped Dolphin We can share my ideas and opinions with others. We respect and value everyone’s ideas.	Resilient Turtle <i>I never, never, never give up!</i>  Sicilian Pond Turtle I know it’s ok to get things wrong. I will learn from my mistakes. I can take risks and I’m willing to try new things. I will challenge myself.	Organised Owl <i>I am ready to learn</i>  Little Owl I will bring what I need from home to learn for the day. I will make sure that I have the resources I need to learn.	Reflective Squirrel <i>I can improve my work and learning.</i>  Red Squirrel I can always improve. I can identify how to make improvements.	Independent Bear <i>I can be independent in my learning.</i>  Marsican Brown Bear I can help myself. I find ways to solve the problem.

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	<p>I am ready and want to learn. I want to get involved.</p>	<p>We listen and respond positively to the ideas of others. We work responsibly as part of a team.</p>	<p>If I make a mistake, I will stay strong and try again.</p>	<p>I will help others to keep the class and school tidy and clean. I will take responsibility for my work.</p>	<p>I have high expectations of myself. I can learn from others. I can be creative in my thinking. I can make links in my learning.</p>	<p>I know when and who to ask for help when I need it I can think of new ways to do things. I take responsibility for my learning.</p>
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CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver Project	Movers and Shakers  <i>(History)</i>		Magnificent Monarchs  <i>(History)</i>		Coastline  <i>(Geography)</i>	
Companion Projects to allow full coverage of Art and Design, DT and Geography	Mix It! (Year 2)  <i>(Art and Design)</i>	Still Life  <i>(Art and Design)</i>	Portraits and Poses  <i>(Art and Design)</i>		Flower Head  <i>(Art and Design)</i>	
	Remarkable Recipes  <i>(Design Technology)</i>		Push and Pull  <i>(Design Technology)</i>	Cut, Stitch and Join  <i>(Design Technology)</i>	Beach Hut  <i>(Design Technology)</i>	
	Let's Explore the World  <i>(Geography)</i>		Geography within the main history project		Geography is the main driver project	
Enrichment ideas:	Rosa Parks House in Naples Visit from a significant person in the local community Visiting artist STEM Week – Term 1.1 Nativity – Term 1.2		Visiting portrait artist Visit to a local castle World Book Day		Beach/Lido visit Trip to Italian coastal area – e.g Pozzuoli Visit from a lifeguard Arts Week – Term 3.2 Sports Day Term – 3.1	

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Suggested Class Reader:	<i>Rosa Parks (Little People, Big Dreams)</i> by Lisbeth Kaise	<i>Queen Victoria's Bathing Machine</i> by Gloria Whelan	<i>Katie Morag and the New Pier</i> by Mairi Hedderwick		
Literacy:	Planning for Literacy is taken from Devon Education Services Book Write Schemes. Please see English Writing Overview.				
Phonics and Spelling	Children in Key Stage 1 continue to be taught phonics, using Read Write Inc Phonics, in small groups depending on their stage not age – see phonics progression grid. Children in Year 1 complete the phonics screening check at the end of the year. It is our aim that children in Year 2 complete the Read Write Inc Phonics programme by end of the first half of the autumn term in Year 2. When children have completed Read Write Inc Phonics, they progress to Read Write Inc Spelling.				
Maths:	White Rose Maths – Scheme of Learning Mixed Age Year 1/2				
	<p>Year 1:</p> <ul style="list-style-type: none"> • Place Value – within 10 • Addition and Subtraction – numbers within 10 (• Geometry – 2D and 3D shape <p>Year 2:</p> <ul style="list-style-type: none"> • Place Value – numbers to 100 • Addition and Subtraction – numbers within 100 • Geometry – properties of 2D and 3D shapes 	<p>Year 1:</p> <ul style="list-style-type: none"> • Place Value – within 20 • Addition and Subtraction – within 20 • Place value – within 50 • Measurement – length and height • Measurement – mass and volume <p>Year 2:</p> <ul style="list-style-type: none"> • Measurement – money • Multiplication and Division • Measurement – length and height • Measurement – mass, capacity and temperature 	<p>Year 1:</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Geometry – position and direction • Place Value – within 100 • Measurement – money • Measurement – time <p>Year 2:</p> <ul style="list-style-type: none"> • Statistics • Fractions • Geometry – position and direction • Problem Solving • Measurement – time 		
Science	<p>Human Survival <i>This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.</i> PoS:</p>	<p>Habitats <i>This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.</i> PoS:</p>	<p>Animal Survival <i>This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</i> PoS: <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. </p>	<p>Uses of Materials <i>This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.</i> PoS:</p>	<p>Plant Survival <i>This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants first-hand, recording changes over time and identifying what plants need to grow and stay healthy.</i> PoS:</p>

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	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Gather and record data to help in answering questions. • Identify and classify. • Notice that animals, including humans, have offspring which grow into adults. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Gather and record data to help in answering questions. • Identify and classify. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • 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. • Perform simple tests. 	<ul style="list-style-type: none"> • 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. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Gather and record data to help in answering questions. • Identify and classify. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • 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. • Notice that animals, including humans, have offspring which grow into adults. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Gather and record data to help in answering questions. • Identify and classify. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Gather and record data to help in answering questions. • Identify and classify. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • 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. • Observe and describe how seeds and bulbs grow into mature plants. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Breadth Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
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		<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions. 		
History	<p><u>Movers and Shakers</u> <i>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally. • Learn about significant historical events, people and places in their own locality. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<p><u>Magnificent Monarchs</u> <i>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Breadth Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Breadth Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<p>As part of Coastlines Significant people – Captain Cook PoS:</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally or globally. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	
Geography	<p><u>Let’s Explore the World</u> <i>This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out</i></p>	<p>As part of Magnificent Monarchs Significant places – royal residences</p> <ul style="list-style-type: none"> • 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. • Breadth Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – 	<p>Coastline <i>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town compared to an Italian coastal town.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. 	

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	<p><i>fieldwork, collecting primary data in their locality to answer geographical questions.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • 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. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • 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. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. • Breadth Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. 	<p>including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • 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. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • 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. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. • Breadth Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Breadth Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. • Breadth Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
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<p>Art and Design</p>	<p>Mix It! Year 2 Topic <i>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</i> PoS:</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Use a range of materials creatively to design and make products. • Breadth Evaluate and analyse creative works using the language of art, craft and design 	<p>Still Life <i>This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still life pictures and learn about the use of colour and composition. They create still life arrangements and artwork.</i> PoS:</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Use a range of materials creatively to design and make products. • Breadth Evaluate and analyse creative works using the language of art, craft and design. • Breadth Produce creative work, exploring their ideas and recording their experiences. 	<p>Portraits and Poses <i>This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.</i> PoS:</p> <ul style="list-style-type: none"> • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Breadth Evaluate and analyse creative works using the language of art, craft and design. • Breadth Produce creative work, exploring their ideas and recording their experiences 	<p>Flowerhead <i>This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</i> PoS:</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Use a range of materials creatively to design and make products. • Breadth Evaluate and analyse creative works using the language of art, craft and design. • Breadth Produce creative work, exploring their ideas and recording their experiences. 	
<p>Design Technology</p>	<p>Remarkable Recipes <i>This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe.</i></p>		<p>Push and Pull <i>This project teaches children about three types of mechanism: sliders, levers and</i></p>	<p>Cut, Stitch and Join <i>This project teaches children about fabric home products and the significant British</i></p>	<p>Beach Hut <i>This project teaches children about making and strengthening structures, including different ways of joining materials. Create a design to meet simple design criteria.</i></p>

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	<p>PoS:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Evaluate Explore and evaluate a range of existing products. • Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Understand where food comes from. • Use the basic principles of a healthy and varied diet to prepare dishes. • Breadth Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 	<p><i>linkages. They make models of each mechanism before designing and making a greetings card with a moving part.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles 	<p><i>brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.</i></p> <p>PoS:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, 	<p>PoS:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Breadth Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
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			and ingredients, according to their characteristics. <ul style="list-style-type: none"> • Breadth Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 	according to their characteristics. <ul style="list-style-type: none"> • Breadth Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 		
Computing (D.A.R.E.S)	Data Handling – Pictograms Outcomes: <ul style="list-style-type: none"> • Sort images or text into two or more categories on a digital device. • Collect data on a topic. • Create a tally chart and pictogram. • Record a voiced explanation of what has been done and what it shows. 	My Robot Helper – ScratchJr Outcomes: <ul style="list-style-type: none"> • Write algorithms for everyday tasks. • Use logical reasoning to predict the outcome of algorithms. • Understand decomposition is breaking objects/processes down • Debug algorithms and programs of increasing complexity • Understand programs follow precise instructions • Create programs using different digital devices e.g. Bee Bot or ScratchJr on a tablet • Use logical reasoning to predict the outcome of simple programs 	AR & VR – Storytelling Outcomes: <ul style="list-style-type: none"> • Choose and create different types of animations to best explain my learning. • Create videos using a range of media – green screen, animations, film and image. • Bring objects into surroundings using Augmented Reality. • Critically evaluate work and suggest improvements. 	Programming – Animations Outcomes: <ul style="list-style-type: none"> • Understand what algorithms are. • Write simple algorithms. • Understand the sequence of algorithms is important. • Debug simple algorithms. • Create a simple program on a digital device, e.g. BeeBot or tablet. • Use sequence in programs. • Locate and fix bugs in a programme. 	Presentation – Seesaw Outcomes: <ul style="list-style-type: none"> • Create a spider diagram • Critically evaluate work and suggest improvements • Explain how an online reputation will allow other people to form an opinion • Describe some simple ways that help build a positive online reputation 	Data Handling – Venn Diagrams Outcomes: <ul style="list-style-type: none"> • Use the space bar only once between words and use touch to navigate to words to edit • Copy and paste images and text • Use caps locks for capital letters • Add images alongside text in a word-processed document • Sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software • Record a voiced explanation of what has been done and what it shows.
E-Safety through PSHE	<p>Elements of e-safety are also taught through Jigsaw PSHE. The Jigsaw framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours.</p> <p>Relationships If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say. They give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching) and know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. They explain how passwords can be used to protect information, accounts and devices</p> <p>Healthy Me Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true. They explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment and how these rules help to protect anyone accessing online technology.</p>					

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	Celebrating Difference Children learn about ways that some people can be unkind online and offer examples of how this can make others feel. They describe how to behave online in ways that do not upset others and can give examples.					
RE:	<p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell a story about the life of the Prophet Muhammad • Recognise some objects used by Muslims and suggest why they are important • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr • and how this might make them feel • Find out about and respond with ideas to examples of cooperation between people who are different 	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers 	<p>What makes some places sacred?</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe • Ask good questions during a school visit about what happens in a church, synagogue or mosque 	<p>How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world • Identify ways that some people make a response to God by caring for others and the world • Talk about issues of good and bad, right and wrong arising from the stories • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more • Use creative ways to express their own ideas about the creation story and what it says about what God is like 		
PSHE Jigsaw Year 2	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Identify some hopes and fears for this year • Understand the rights and responsibilities for being a 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • Understand some ways in which boys and girls are similar and feel good about this • Understand some ways in which boys and girls are 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it • Discuss things we have achieved and say how it makes us feel 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Know what is needed to keep the body healthy and feel motivated about making healthy lifestyle choices • Show or tell you what relaxed means and know some things that make us 	<p>Relationships</p> <ul style="list-style-type: none"> • Understand that everyone's family is different and that most people value their family • Know why it is important to share and cooperate as part of a family 	<p>Changing Me</p> <ul style="list-style-type: none"> • Recognise cycles of life in nature • Explain the natural process of growing from young to old and understand that this is not in our control

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	<p>member of our class and our school</p> <ul style="list-style-type: none"> Recognise when we might feel worried and know who to ask for help Listen to other people and contribute own ideas about rewards and consequences Understand how following the Learning Charter will help us all to learn Recognise that we each make choices and understand that some choices have consequences Help to make class a safe and fair place 	<p>different and accept that this is OK</p> <ul style="list-style-type: none"> Start to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand that bullying is sometimes about difference and explain how someone feeling bullied may feel Recognise what is right and wrong and know how to look after ourselves Understand that it is OK to be different from other people and to be friends with them Understand we shouldn't judge people if they are different and understand that differences make us all special and unique 	<ul style="list-style-type: none"> Explain some of our strengths as a learner Recognise who we work well with and who it is more difficult to work with Explore how working with other people helps us to learn Work with others in a group to solve problems and discuss ways in which we worked well Know how to share success with other people and know how to store these feelings in our internal treasure chest 	<p>feel relaxed and some that make us feel stressed</p> <ul style="list-style-type: none"> Understand how medicines work in the body and how important it is to use them safely Sort foods into the correct food groups and know which foods the body needs every day to keep healthy Make some healthy snacks and explain why they are good for the body Have a healthy relationship with food and know which foods are most nutritious for my body 	<ul style="list-style-type: none"> Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not Identify some of the things that cause conflict with friends and demonstrate how to use the positive problem-solving technique to resolve conflicts Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret Recognise and appreciate people who can help us in our families, school and community 	<ul style="list-style-type: none"> Recognise how our bodies have changed since we were babies and where we are on the continuum from young to old Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of the body are private Understand there are different types of touch, be confident to say what I like and don't like and can ask for help
<p>PE (Rising Stars Year 1)</p>	<p>Sports: Multi-Skills</p> <ul style="list-style-type: none"> Explore static balancing and understand the concept of bases Combine a number of co-ordination drills, using upper and lower body movements Aim a variety of balls and equipment accurately Time running to stop or intercept the path of a ball Travel in different ways, showing clear transitions between movements Travel in different directions with control and fluency 	<p>Sports: Mighty Movers (running)</p> <ul style="list-style-type: none"> Explore running at a variety of speeds and in a variety of styles Run at different speeds and in different directions with control Understand the purpose of a circuit and how it can improve fitness <p>Fitness: Storytime Dance</p> <ul style="list-style-type: none"> Change direction during travelling moves Link travelling moves that change direction and level Use a variety of moves 	<p>Sports: Skip to the Beat</p> <ul style="list-style-type: none"> Develop foot patterns that aid skipping Develop skipping skills Improve agility, balance and co-ordination <p>Fitness: Groovy Gymnastics</p> <ul style="list-style-type: none"> Explore movement actions with control and link them together with flow Explore gymnastic actions and shapes Explore travelling on benches Choose and use simple compositional ideas by creating and performing sequences. 	<p>Sports: Brilliant Ball Skills</p> <ul style="list-style-type: none"> Master basic sending and receiving techniques Develop balance, agility and co-ordination Make use of co-ordination, accuracy and weight transfer Develop receiving skills Use ball skills in game-based activities <p>Fitness: Gymfit Circuits</p> <ul style="list-style-type: none"> Identify techniques to improve balance Practise a range of gymnastic skills through a series of circuits Perform a range of gymnastic skills with increased accuracy 	<p>Sports: Active Athletics</p> <ul style="list-style-type: none"> Use varying speeds when running Explore footwork patterns Explore arm mobility Explore different methods of throwing Practise short distance running Practise taking off from different positions Complete an obstacle course with control and agility <p>Fitness: Cool Core (Strength)</p> <ul style="list-style-type: none"> Identify techniques to improve core strength and agility 	<p>Sports: Throwing and Catching</p> <ul style="list-style-type: none"> Learn skills for striking and fielding games. Practise basic striking, sending and receiving Use throwing and catching skills in a game Practise accuracy of throwing and consistent catching Strike with a racket or bat Play a game fairly and in a sporting manner. • To use fielding skills to play a game <p>Fitness: Fitness Frenzy</p> <ul style="list-style-type: none"> Complete a circuit that includes activities learned throughout the year







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	<ul style="list-style-type: none"> Practise ABC (agility, balance and co-ordination) at circuit stations. Fitness: Boot Camp Understand how to prepare the body for exercise Understand what fitness means Complete a range of circuit-based activities and understand the reason for doing them Understand what happens to the heart rate during exercise 	<ul style="list-style-type: none"> Explore basic body patterns and movements to music Link together dance moves with gestures and changing direction in time to music 	<ul style="list-style-type: none"> Repeat and link combinations of gymnastic actions. Link combinations of movements and shapes with control 	<ul style="list-style-type: none"> Evaluate my performance of gymnastic moves within a circuit. 		<ul style="list-style-type: none"> Explore running at different speeds Improve agility, balance and co-ordination Evaluate performance of gymnastic moves within a circuit Identify techniques to improve core strength and agility Use techniques already learned to improve performance
Music	<p>Storytime (Year 1 topic)</p> <ul style="list-style-type: none"> Discussing basic musical terms – fast, slow, loud, quiet Understanding how music can tell a story Performing with concentration Playing fast, slow, loud and quiet Creating music that matches an event in a story Rehearsing and performing with others Learning new songs and chants <p>Ourselves (Year 2 topic)</p> <ul style="list-style-type: none"> Creating and responding to vocal sounds and body percussion Developing the use of vocal sounds to express feelings Exploring expression in a conversation without words 	<p>Toys (Year 2 topic)</p> <ul style="list-style-type: none"> Keeping a steady beat at different speeds (tempi) Marking beats within a four-beat metre Developing a sense of steady beat through chant, actions and instruments Marking beats within a four-beat metre Performing a steady beat Changing tempo Responding to images <p>Singing – Sing songs linked to the Christmas Nativity Play</p>	<p>Water (Year 1 topic)</p> <ul style="list-style-type: none"> Creating a picture in sound Understanding musical structure by listening and responding Performing a simple repeated pattern <p>Rio de Vida – Cornerstones topic</p> <ul style="list-style-type: none"> Play and sing pieces of music, starting and finishing together. Sing traditional songs, nursery rhymes and chants clearly. Play tuned and untuned instruments musically. Listen and respond to a range of high-quality live and recorded music and songs. 	<p>Animals (Year 1 topic)</p> <ul style="list-style-type: none"> Understanding pitch, and making high and low vocal sounds Relating pitch to high and low body posture Understanding pitch by singing a song with contrasting high and low melodies Identifying and playing high and low pitches in music Exploring and developing an understanding of pitch using the voice and body movements Recognising and performing pitch changes and contrasts <p>Pattern (Year 2 topic)</p> <ul style="list-style-type: none"> Performing steady beat patterns in groups to accompany a song Playing different patterns of steady beat in groups and matching them to a simple score 	<p>Travel (Year 1 topic)</p> <ul style="list-style-type: none"> Combining voices, movement and instruments to perform a chant and a song Keeping a steady beat on instruments Creating word rhythms Performing word rhythms with movement Keeping a steady beat Playing and combining simple word rhythms Responding to music in movement <p>Our Bodies (Year 1 topic)</p> <ul style="list-style-type: none"> Performing a steady beat at two different speeds (tempi) Responding to change of mood in a piece of music Identifying a repeated rhythm pattern Combining a rhythm pattern and a steady beat Performing together with concentration 	<p>Number (Year 1 topic)</p> <ul style="list-style-type: none"> Recognising and developing a sense of steady beat through using voices and body percussion Identifying and performing changes in tempo Learning to play percussion with control Keeping a steady beat and using dynamics to vary the musical effect Identifying and keeping a steady beat using movement, body percussion and instruments Recognising and responding to changes in tempo in music <p>Seasons (Year 2 topic)</p> <ul style="list-style-type: none"> Singing with expression, paying attention to the pitch shape of the melody Using sign language in a song

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	<ul style="list-style-type: none"> • Notating pitch shape and duration using simple line graphics • Understanding how mood can be expressed using the voice • Understanding the structure of call and response songs <p>Developing an expressive song performance with voices and instruments</p>			<ul style="list-style-type: none"> • Performing and creating simple three-beat rhythms using a simple score • Interpreting a score to perform different beat patterns • Performing beat patterns with voices and percussion • Exploring different ways to organise music 	<ul style="list-style-type: none"> • Performing rhythm patterns on body percussion to a steady beat • Inventing and performing new rhythms to a beat 	<ul style="list-style-type: none"> • Accompanying a song with vocal and instrumental ostinato • Identifying rising and falling pitch • Performing a rising pitch sequence in a song • Listening and responding to pitch changes with movements
Italian	<ul style="list-style-type: none"> • Greet someone at different times of the day and say own name • Ask someone their name • Say your age and ask someone their age • Ask how someone is and say how you are • Tell someone where you are from and ask them where they are from • Count to at least 10 • Learn colours • Learn days of the week and months of the year • Ask and answer questions about the weather 	<ul style="list-style-type: none"> • Know the names of different pieces of cutlery and basic tableware • Know the names of meals and different items of food • Learn and sing Italian Christmas songs • Listen to and discuss new vocabulary from Italian Christmas stories • Know some Italian Christmas traditions • Create Italian Christmas cards and write Christmas messages 	<ul style="list-style-type: none"> • Understand and retell an Italian traditional story –La Befana. • Know the traditions that go with the celebration of La Befana. • Name parts of the face • Begin to learn the names of some animals • Sing songs in Italian about animals • Know the names of some clothing and respond to a question about clothing • Describe what I am wearing • Revise colours and numbers from Autumn 1. 	<ul style="list-style-type: none"> • Learn about Carnevale, the story of Arlecchino and make Carnevale masks • Learn a song for Carnevale • Understand the traditions linked to Carnevale • Know the names of some of the rooms and furniture inside a house • Understand Father’s day traditions in Italy – including card making • Understand Italian Easter traditions. • Ask for directions and to give directions • Use knowledge of positional language to take part in an Easter egg hunt 	<ul style="list-style-type: none"> • Name a arrange of different forms of transport • Understand Mother’s Day traditions in Italy – including card making • Learn the names of some shops in Italian • Revise how to ask for directions and to give directions • Tell the time to o’clock and half past • Learn simple phrases related to the time e.g. late, early, on time, delayed. 	<ul style="list-style-type: none"> • Begin to understand the geography of Italy • Learn about tourism in Italy • Understand the similarities and differences between mountain, countryside and beach holidays in Italy • Consolidate vocabulary linked to what we have learnt this year.
Occupations	Occupations related to the significant individuals studied – scientist, explorer, astronaut etc. artist, campaign coordinator, sculptor.		Positions in the Royal British household (e.g. Lord-in-waiting, Butler, gardener, groom, administrator, secretarial assistant, art handler, social media specialist etc.), Member of parliament, support staff in parliament (e.g. finance, media relations, project managers, catering staff, cyber security staff etc.), National Archives staff (e.g records specialists, researchers, web developers, marketing assistants etc.), occupations of current royal family		Occupations related to sea-side tourism e.g tourist information centre staff, artisan food producers, water-sport instructors, excursion operator. Beach Lifeguards, RNLI or coastguard services, Royal Navy Careers, ship builders, maritime architect, cartographer, lighthouse keeper, fisherman, naval architects, surveyors, marine environmental management, harbour master, marine scientist	

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SMSC and FBV	Throughout BFS Naples children will explore SMSC and FBV through a range of experiences: SEE APPENDIX A					
Cultural Capital	We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly, through daily life in school and some are through planned activities such as educational visits or residential. (see cultural capital statement – Appendix B)					
Key vocabulary	Activist, artist, campaign, chronological order, Dawson’s model, discover, explorer, fossil, infection, invent, monarch, monument, protest, rights, role model, scientist, sculpture, significant, stamp, statue, travel, vote		AD (anno Domini), Alfred the Great, Anglo-Saxon, Bayeux Tapestry, Elizabeth I, Elizabeth II, Hanoverian, Henry VIII, House of Lancaster, House of Saxe-Coburg and Gotha House of Windsor, House of York, Norman, Plantagenet, Queen Victoria, Restoration, Stuart, Tudor, William the Conqueror, absolute monarchy, castle, century, chronology, constitutional monarchy, decade, divorce, empire, feudal system, future, heir, hierarchy, invasion, kingdom, knight, law, marriage, monarch, monarchy, monastery, palace, parliament, past, period, portrait, power, present, prince, princess, reign, religion, residence, royal, rule, ruler, serf, sovereign, stately home, timeline, year		abbey, amusement arcade, anchor, arch, Atlantic Ocean, atlas, bay, beach, café, capsizes, captain, cave, charity, cliff, coast, coastal town, coastguard, coastline, compass, crew, current, damage, danger, deck, direction, east, emergency, English Channel, erosion, explorer, factory, fisherman, flag, gemstone, globe, grinding, harbour, headland, herring, holiday, human feature, Irish Sea, island, jet worker, key, legacy, life jacket, lifeboat, lifeboat station, lifeguard, lighthouse, lighthouse keeper, location, man-made, map, map maker, market, monument, museum, natural, natural resource, north, North Sea, ocean, overhang, passenger, physical feature, pier, planet, port, quicksand, rescue, rigging, RNLI, Royal Navy, ruins, safety, sailor, sea defence, sea shanty, sea wall, ship builder, shipwreck, shipyard, shop, shore, sign, south, souvenir, storm, superstition, survivor, swing bridge, symbol, tide, tourism, tourist, Tourist Information Centre, travel, United Kingdom, visitor, volunteer, voyage, warning, water, wave, west, whale fat, whaling, windsock	
Learning Behaviours	<p>Motivated Bee <i>I am an active and motivated learner.</i></p>  <p>Italian Bee I take pride in my work. I am enthusiastic about learning. I can stay on task. I am ready and want to learn. I want to get involved.</p>	<p>Collaborative Dolphin <i>We can work well together.</i></p>  <p>Striped Dolphin We can share my ideas and opinions with others. We respect and value everyone’s ideas. We listen and respond positively to the ideas of others. We work responsibly as part of a team.</p>	<p>Resilient Turtle <i>I never, never, never give up!</i></p>  <p>Sicilian Pond Turtle I know it’s ok to get things wrong. I will learn from my mistakes. I can take risks and I’m willing to try new things. I will challenge myself. If I make a mistake, I will stay strong and try again.</p>	<p>Organised Owl I am ready to learn</p>  <p>Little Owl I will bring what I need from home to learn for the day. I will make sure that I have the resources I need to learn. I will help others to keep the class and school tidy and clean. I will take responsibility for my work.</p>	<p>Reflective Squirrel I can improve my work and learning.</p>  <p>Red Squirrel I can always improve. I can identify how to make improvements. I have high expectations of myself. I can learn from others. I can be creative in my thinking.</p>	<p>Independent Bear I can be independent in my learning.</p>  <p>Marsican Brown Bear I can help myself. I find ways to solve the problem. I know when and who to ask for help when I need it I can think of new ways to do things.</p>

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					I can make links in my learning.	I take responsibility for my learning.
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Appendix A: SMSC (Spiritual, Moral, Social and Cultural development) and FBV (Fundamental British Values)

<p>SMSC and FBV</p>	<p>Throughout BFS Naples children will explore SMSC and FBV through a range of experiences for example (not an exhaustive list):</p> <p>Spirituality: The spiritual development of pupils is shown by their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; knowledge of, and respect for, different people’s faiths, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences (OFSTED 2019)</p> <p><i>Through English:</i> create writing that is inspired by nature and the world around them; express beliefs, feelings and emotions through talk and writing; write in response to first-hand experiences; read poetry and great works of fictions including tales, myths and legends; use and express their imaginations in reading, writing and speaking.</p> <p><i>Through Maths:</i> explore pattern, number, shape, space and measure in the world around them; talk creatively using mathematical language; reflect on experiences using mathematical language.</p> <p><i>Through Cornerstones:</i> explore chronology and their place in history; discover how past and present is interconnected; explore how beliefs and perspectives have changed over time; understand how people’s beliefs have shaped their actions; have opportunities to visit a diverse range of geographical locations; develop a sense of ‘awe’ and ‘wonder’ about the world around them; reflect on world events such as hurricanes, earthquakes and other natural disasters; understand some of the differences in the way of life of other people and countries; explore art in the environment; make transient art using natural materials; explore emotions expressed in works of art; create images and artefacts that reflect a personal interpretation of the world around them; use sketchbooks to record ideas and feelings; express ideas, feelings and beliefs through artwork; reflect on ways in which products and inventions can improve the quality of their lives and the lives of others; develop a sense of curiosity through disassembly/deconstruction of products.</p> <p><i>Through other curriculum areas:</i> explore how technology makes the world a smaller place by connecting people and places; find out how technology can connect us to the natural world and space and help to develop a sense of ‘awe’ and ‘wonder’; use imagination and creativity to create music; listen to songs and music with a spiritual theme or message; express feelings, ideas and emotions through dance and music; explore aspects of religious beliefs; find out about beliefs and practices of those in the community; explore and develop own beliefs; find out about the Earth, space and the universe and their place in it; debate big questions such as ‘evolution’; explore aspects of nature including seasons’</p> <p><i>Through Jigsaw PSHE:</i> Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf</p> <p>Moral: The moral development of pupils is shown by their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (OFSTED 2019)</p> <p><i>Through English:</i> discuss and explore a point of view through stories, poems and plays; explore stories and other texts that present moral issues; explore moral issues through reading, discussion, drama and role play; present an argument through talk and writing; use persuasion in writing.</p> <p><i>Through Maths:</i> test and explain mathematical statements, problems or investigations; use probability to understand risk and real-life economics.</p> <p><i>Through Cornerstones:</i> explore choices and consequences that affect social change; use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history; explain why they think the choices people made were right or wrong; understand how people have been treated unfairly in the past; find out about poverty and wealth of different countries; explore issues such as Fairtrade and why this is important; understand issues affecting our own local community; investigate conservation; investigate issues related to global warming; explore art that challenges moral and ethical beliefs; explore moral dilemmas created through technological advances; develop an awareness of how sustainable materials can positively impact their lives.</p> <p><i>Through other curriculum areas:</i> explore sensitive issues linked to e-safety; discern between content found online and understand that sourced information can be incorrect and biased; explore what it means to be fair in competitive sport; follow rules to play games; explore the consequences of not playing fairly; explore rules and codes of behaviour in different religions; explore sensitive issues such as genetic modification.</p> <p><i>Through Jigsaw PSHE:</i> Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf</p>
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	<p>Social: The social development of pupils is shown by their: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (OFSTED 2019)</p> <p>Learn and play in a range of groupings and pairings; participate in a range of social settings for example on visits; cooperate with others; explore ways of resolving conflict; take responsibility for carrying out small tasks; form positive relationships with other adults and children; listen to others in activities such as circle time or shared play</p> <p><i>Through English:</i> debate and write about social issues; use non-fiction texts such as newspaper reports as a stimulus for writing or debate; read a range of fiction set in a range of social situations; create content aimed at a variety of audiences.</p> <p><i>Through Maths:</i> explore maths in the real world; collaborate with others to solve mathematical problems; use group work as an opportunity to learn from others; work together to discuss, evaluate and improve their work.</p> <p><i>Through Cornerstones:</i> take an active part in historical visits and workshops, collaborate with others; express opinions in discussions and respect the opinions of others; understand how laws and rules have changed over time to protect and improve life for different groups of people; investigate aspects of Italian history; explore cause and effect on people and communities of world events and natural disasters; learn about human geography of different communities and societies; explore maps to discover how people live and what resources they have; contribute to shared pieces of artwork; work with artists from within the community; exhibit artwork; explore how art has changed perceptions; share and choose appropriate ideas.</p> <p><i>Through other curriculum areas:</i> use collaborative IT tools to work together and learn from others; find out about languages spoken in the local community; use Italian to communicate on trips and visits; participate in performances; work together to create group performances; co-operate with others in games, dance and outdoor and adventurous activities; enjoy competition against each other and themselves; visit places of worship and show respect for different beliefs and ways of life; explore inventions that have changed lives, such as flight, electricity and steam power.</p> <p><i>Through Jigsaw PSHE:</i> Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf</p> <p>Cultural: The cultural development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (OFSTED 2019)</p> <p><i>Through English:</i> explore the origins of words and language; listen to, read and discuss resources such as stories that challenge stereotypes; take part in productions and performances; watch and take part in discussions about plays and films; read and listen to texts from a variety of different cultures; read traditional and cultural tales, myths and legends.</p> <p><i>Through Maths:</i> investigate patterns from different cultures; explore other number systems from the past and around the world; have opportunities to explore mathematical methods and strategies used in other countries.</p> <p><i>Through Cornerstones:</i> visit and find out about historical and heritage sites; visit museums and explore historical artefacts; find out about ancient civilisations from around the world; learn about conflict within different societies and the attempts that have been made to overcome them; investigate a range of geographical locations and how they have been shaped by the cultural background of the country; study artists from a range of genres; explore art from a range of cultures; participate in cultural events; create/taste a range of dishes from a variety of different cultures</p> <p><i>Through other curriculum areas:</i> explore the digital divide in different cultures and parts of the world; use technology to learn about the lives and beliefs of other cultures; explore music from a range of different cultures and historical periods; find out how religions have influenced culture in different societies; find out about different scientists from around the world;</p> <p><i>Through Jigsaw PSHE:</i> Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf</p> <p>Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p> <p>Make independent choices or make choices with help; take part in votes for example, a favourite story, school council; take part in school and class debates; work collaboratively; question information and data and challenge assumptions;</p>
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	<p><i>Through Cornerstones children will:</i> investigate how democracy and democratic decisions have influenced history; understand how and why democracy has failed; make decisions and come to conclusions using historical evidence; explore the consequences of decisions made by individuals or groups of people; investigate how the leaders of a country are chosen;</p> <p><i>Through Jigsaw PSHE:</i> Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf</p> <p>Rule of Law: The need for rules to make a happy, safe and secure environment to live and work.</p> <p>Follow class and school rules; explore what happens when rules are broken; use technology safely according to e-safety guidelines; report when they see or experience something online that is concerning;</p> <p><i>Through Cornerstones children will:</i> find out how rules and laws have influenced or caused historical change; investigate the laws of different geographical locations and how they differ; explore the impact that laws have on the people living in different geographical locations; explore laws of copyright and intellectual property;</p> <p><i>Through Jigsaw PSHE:</i> Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf</p> <p>Individual Liberty: Protection of your rights and the rights of others around you including being free to express views and ideas</p> <p>Express their own ideas through art, music, play and conversations; give an opinion or share an idea about something important to them; choose books according to personal preference; write imaginatively;</p> <p><i>Through Cornerstones children will:</i> explore how historical figures expressed their views and beliefs and how their beliefs influenced history; express their views on local issues; express an opinion about a work of art or genre; express thoughts and feelings through art; use a range of materials to express their ideas and make art; talk about their work and how they might improve or develop it;</p> <p><i>Through Jigsaw PSHE:</i> Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf</p> <p>Tolerance and Respect: Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs and the ability to respect and tolerate the opinions and behaviours of others.</p> <p>play cooperatively; work and play in different social groups; listen to others in activities such as circle time or during shared play; listen to the views of others in debates or discussions; read texts that challenge stereotypes; know how to, and when to, respond to others' views on social networking platforms</p> <p><i>Through Cornerstones children will:</i> listen to and respect the views of others, and understand that a different view is equally valid; explore how prejudice and discrimination has influenced history and affected groups of people; discuss different cultures or beliefs and backgrounds and question misconceptions they have about them; create group pieces that involve conversation and discussion; learn about other cultures through traditional art; respond to the work of others; accept constructive feedback about their art from others;</p> <p><i>Through Jigsaw PSHE:</i> Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf</p>
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Appendix B: Cultural Capital Statement

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

The National Curriculum states, ' *It is the essential knowledge that pupils need in order to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*'

At British Forces School Naples, children benefit from a curriculum that builds on what they understand and know already as well as making the most of our unique setting and surroundings. Wherever possible, these activities are carefully planned to coincide with pupils' current learning, ensuring that coherent links are made and the knowledge acquired is memorable. In addition, we want to celebrate the uniqueness of us all and share our differences and individualism.

Some aspects of Cultural Capital are covered within the curriculum, others are covered in assemblies, through daily life in school and some are through planned activities such as educational visits, visitors to school or residential. We building experiences and knowledge by immersing children in the world around them by thinking about people around the world; appreciating and loving music; understanding how history has shaped our future; celebrating different cultures, traditions and faiths; educational visits linked to our topics; learning about people in our community and having strong links with other schools in our community; having our say about our local area; planning and running whole school events such as Enterprise weeks; showcasing talents; learning beyond the classroom; supporting our local NATO and Host country community, Italian language lessons for all children and much more! Widening children's experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum in order to ensure that children become productive members of society.

We also celebrate or take part in key events such as (not an exhaustive list):

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Significant Events:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Harvest	Bonfire Night	Epiphany	Easter	Brit Fete	World Music Day
	World First Aid Day	Remembrance	Shrove Tuesday	World Book Day	International Children's Festival	Arts Week
	Roald Dahl's Birthday	Children in Need	Carnevale/ Lent	International Women's Day	St George's Day (23.04)	Healthy Eating Week
	Black History Month	Christmas	Chinese New Year Safer Internet Day	Red Nose Day	VE Day	Father's Day
	World Teacher's Day	St Andrew's Day	RAK week	Sport's Relief	D Day	Armed Forces Day
	Trafalgar Day	Road Safety Week		Common Wealth Day		
	STEM Week	Anti-bullying week		St David's Day	Sports Day	
				St Patrick's Day	World Environment Day	
				Fair Trade fortnight – Feb		
				Women's history month		
				British Science Week		
				Mother's Day		
				Enterprise Week		