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| Spiritual Development: (Sp)   * To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in. * To show respect for different people’s faiths, feelings and values. * To demonstrate a 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.   Moral Development: (M)   * To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England. * To show an understanding of the consequences of their behaviour and actions. * To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.   Social Development: (So)   * To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. * To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively. * To demonstrate 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. Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.   Cultural Development: (C)   * Cultural * To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain. * To have a knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. * To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities. * To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | |
| Nursery | * Mark making in role play areas shop, 3 bear’s house and bear cave. (So/M/C) |
| Reception | *  Space and dinosaur Non-fiction writing. (So/M) *  Role play areas: Space ship, Alien Planet, Dinosaur cave and Time Machine. *  Cards: Valentines Day , Mother’s Day, Easter. (C/So) *  Reading: Shared Read texts about Chinese New Year, Alien’s love underpants, Go Jetters(Geog link), The Window, That’s not my dinosaur, The Something o Saur, Dinosaur Roar (SMSC) *  Dinosaur texts: History of what life was like years ago. (C) *  Poetry and Rhyme. (Sp, So). * Phase 3 and 4 phonics. |
| Year 1 | * London – What is it and where is our capital city? London landmarks. (Sp, So, C) * Transport, link to D&T. Making and writing about their own creations (fire engines) (design, make, evaluate). (Sp, Mo) * The Great Fire of London ccl History (Sp, Mo, So, C) * Role play area Bakery (writing orders/ receipts etc) (So, M, C, Sp) * The Queen’s Hat - Famous landmarks in London (C, sp) * The Way Back Home - Learning about the local area and environment. Children will learn mapping skills (So). |
| Year 2 | * Pirates next door – concentrating on challenging stereotypes SP, M, C * Florence Nightingale SP, M * Gregory Cool (C, So) |
| Year 3 | * Information text on African animals (M, C) * Animal poetry (M.C) * Butterfly Lion (M,C) |
| Year 4 | * Non-chronological report- industrial revolution – Child labour/working conditions (m/so/c) * Nature Haikus- Sp * Malala – exploring rights (M/S/Cu/Sp) * Share aware work - SMSC * Reflecting on own work/strengths etc. * Guided Reading- discussing opinions/ideas |
| Year 5 | * Performance poetry linked to British Values–social skills, working together (So). * Performance poetry –comparing classic and contemporary poetry (C). * British values- Democracy. Trip to Parliament?? (SMSC) * British authors –Harry Potter (C). * Newspaper reports based on refugee crisis (SMSC) * Newspaper reports based on climate crisis (SMSC) |
| Year 6 | * Crime and Punishment from Roman times to modern day (Sp) (M) (c) * Highwayman – Death and Suicide, Crime and Punishment, Class system (M) (C) * Non Fiction – Impersonal and Personal Writing – Use of standard and non-standard English, formal vocabulary (Sp) (C) * Holes Fiction – American Crime and Punishment (M) (Sp) (So) (C) * Poetry- Spider and the Fly. (M) (Sp) (So) (C) |