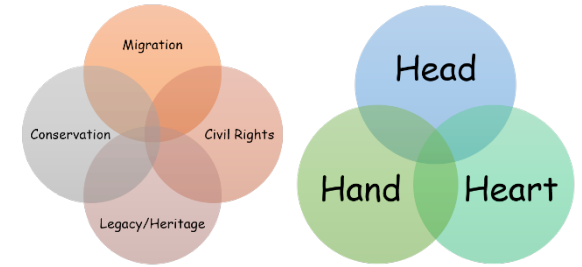




Riversdale Primary School

Medium Term Planning



Year Group	Glitter Class
Term	Summer 1

Learning Overview

English
This term, pupils will explore a variety of engaging and high-quality texts, including *How to catch a star by Oliver Jeffers*, *Meet the Weather by Caryl Hart* and *When I Am By Myself* based on the poem *When I Close my Eyes by Eloise Greenfield*. These carefully selected fiction and non-fiction work provide meaningful opportunities to develop speaking, listening, reading, and writing skills.

Through structured and supportive activities, pupils will explore characters and their actions, sequence key events, solve problems within stories, and express their ideas with increasing confidence. Learning will be enriched through storytelling, hands-on experiences, and visual supports to promote accessibility, understanding, and active participation.

Mathematics
Pupils will further consolidate and expand their mathematical understanding through the Math No Problem scheme of work. Lessons will build on prior knowledge and aim to strengthen confidence in applying key concepts in practical, meaningful contexts. The focus will be **multiplication and division**.

Science
This term, pupils will explore the topic of **Light**, with a strong focus on hands-on learning and discovery. They will engage in a variety of practical activities that encourage them to investigate how light behaves through observation and experimentation.

Each lesson will follow a clear structure and include visual supports to help pupils recognise and describe different light sources, shadows, and reflections, while building their use of key vocabulary. This approach aims to spark curiosity and support early scientific thinking, alongside developing communication, attention, and observational skills. Pupils will also be encouraged to take turns and work together, helping to build confidence and cooperation within a calm and supportive environment.

Geography
This term, pupils will explore **Extreme Weather: Tornadoes and Storms**, focusing on hands-on learning and investigation. They will take part in engaging activities designed to help them understand how and why extreme weather events occur and their effects on people and the environment.

History
This half term, the pupils will continue to develop their understanding of what the past is by learning about **significant buildings** within London and the surrounding regions.

Religious Education (RE)
This term, pupils will continue to develop their understanding of different religions and beliefs through stories, discussions, and creative activities. The focus will be on **Buddhism**.

Design and Technology (DT)

This term, pupils will explore **Cooking and Nutrition**, taking part in practical, hands-on activities to learn about healthy eating and food preparation.

Computing

This term, pupils will explore **Scratch programming**, using a visual, block-based coding platform to create games, animations, and interactive stories.

Physical Education (PE)

Pupils will participate in a range of physical activities and swimming lessons to develop coordination, strength, and overall fitness.

Music

Pupils will engage in music through singing and instrumental activities, building listening and performance skills.

Art

Pupils will continue to develop their artistic techniques and creativity through a range of media.

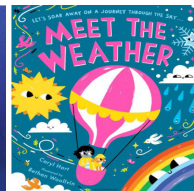
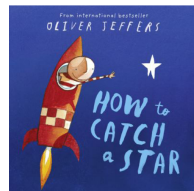
Personal Development

Through the **My Happy Mind** program, pupils will build strategies for understanding and managing emotions, promoting resilience, self-awareness, and positive mental health.

Note:

Teaching and learning will be carefully planned, adapted, and supported to meet the unique needs, strengths, and learning styles of all pupils. A range of strategies and resources will be used to ensure accessibility, engagement, and inclusion, creating a supportive environment where every child can participate fully and make meaningful progress.

Quality Stimulus Text(s)



When I Am By Myself
Based on the poem
When I Close my Eyes'
by Eloise Greenfield.

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 10: Contact with Parents Across Countries

- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing	<ul style="list-style-type: none"> • Writing simple sentences with capital letters and full stops. • Oral storytelling and sequencing events. • Using basic adjectives and verbs. • Understanding beginning, middle, and end. • What a story is? • That stories have characters, settings, and events. • Familiar story structures (problem → resolution). 	<p><u>Write Stuff – Adapted</u></p> <p><u>NARRATIVE: How to Catch a Star</u></p> <ul style="list-style-type: none"> • Know that narratives are written in the order that events happen (chronologically). • Recognise that adverbs of time help show the sequence of events. • Know that sentences must include a subject and a verb. • Know that subordinating conjunctions help to link ideas. • Recognise that sentences can be linked with simple conjunctions. • Know that sentences can be joined with words like but, so, and, because to give more detail. • Understand that adding extra information makes a story more interesting for the reader. • Recognise that adjectives add description to make writing more interesting. • Know that adverbs describe how something happens. <p><u>REVIEW: Meet the Weather</u></p> <ul style="list-style-type: none"> • Purpose of a review – to inform, evaluate, and guide readers about a book, movie, product, or experience. • Key components of a review – title, author/creator, summary, evaluation, recommendation. • Criteria for judgment – plot, characters, themes, clarity, style, effectiveness, or usefulness. • Difference between fact and opinion – knowing what is objective (e.g., number of pages, genre) vs. subjective (e.g., “it was exciting”). 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> • Understand that 3rd person means writing about someone else: <i>He, she, they, the boy, the girl.</i> • Tell a story in the correct order: <i>Beginning, Middle, End</i> • Create a simple character: <i>Who they are, what they do.</i> • Describe actions using clear verbs <i>ran, looked, shouted, laughed.</i> • Add simple details to make the story interesting: <i>What happened, where it happened.</i> • Use of adjectives • Use sentence starters to support writing, <i>One day... Suddenly... After that...</i> • Say sentences out loud before writing them. • Write short, clear sentences with support. • Read poems confidently – using expression, pace, and volume. • Recognize rhyme and rhythm – spotting rhyming words and clapping the beat. • Write simple poems – using rhymes, repetition, or descriptive language. • Use poetic devices – like similes (“as fast as a cheetah”) or alliteration (“silly snakes slither”). • Revise and improve – changing words to make the poem sound better or be more vivid. <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <ul style="list-style-type: none"> • Plan a review – organise ideas, make notes, and outline main points. 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback. • Confidence to share their own opinions • Honesty and fairness – giving truthful opinions while being respectful. • Empathy for creators and audience – considering the effort of authors/artists and the needs of readers. • Confidence in expressing views – learning to share thoughts assertively without being hurtful. • Open-mindedness – appreciating different tastes and perspectives. • Responsibility – understanding that reviews can influence others’ choices.

		<ul style="list-style-type: none"> • Audience awareness – understanding who will read the review and what they want to know. <p><u>POETRY – When I Am by Myself</u></p> <ul style="list-style-type: none"> • What poetry is – a type of writing that uses words in creative ways to express feelings, ideas, or stories. • Different kinds of poems – e.g., rhyming poems, acrostic poems, shape poems, or short narrative poems. • Key features of poetry – • Rhyme – words that sound the same at the end, e.g., cat/hat. • Rhythm – the beat or pattern of the words. • Imagery – words that create pictures in the reader’s mind. • Repetition – repeating words or lines for effect. • Purpose of poetry – to entertain, describe, express emotions, or tell a story. • Reading poems aloud – noticing punctuation, pauses, and expression. 	<ul style="list-style-type: none"> • Write clearly and coherently – use paragraphs, transitions, and appropriate tone. • Provide evidence for opinions – support judgments with examples or reasons. • Use evaluative language – e.g., excellent, confusing, engaging, disappointing. • Edit and revise – check grammar, spelling, punctuation, and clarity. <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. • Practice joining letters • Practice writing on the line. • Increase the legibility of their handwriting. 	
<p>Phonics</p>	<ul style="list-style-type: none"> • Revision of Phase 2 and 3 sounds • Revision of Phase 2 blending. 	<p>Little Wandle Letters and Sounds Revised SEND Scheme: Phase 3 Grapheme/Phoneme Correspondence and Blending. Spelling as per scheme.</p>		
<p>Reading</p>	<ul style="list-style-type: none"> • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Re-reading sentences for clarity. • Talk about book preferences. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. 	<p>Ready, Steady Read Together Scheme Y2 Adapted:</p> <p>Fiction: The Wild Robot Non-Fiction: The Usborne Beginner’s cookbook Poetry: Hot like fire and other Poems</p> <p><i>Comprehension: Adapted</i></p> <ul style="list-style-type: none"> • Listen to and talk about lots of books: stories, poems, plays, non-fiction, and reference books. 	<ul style="list-style-type: none"> • Reading skills: • Connect what you already know with what you read. • Look for and talk about new words you have learned to understand the text. • Use phonics, word meanings, and text clues to understand words and sentences. • Read different texts more accurately and fluently. • Share your ideas about what you read, with support. • Enjoy reading and try to understand what you read. 	<ul style="list-style-type: none"> • Listen Respectfully: We listen carefully when others read or talk about books. We respect different characters, cultures, and ideas. • Share Opinions: We can say what we think about a book. We explain why we like or dislike it. We notice how characters feel, think, and act. • Value Reading: We enjoy lots of different books. Some books give information, some make us laugh, and some teach us new things. • Take Ownership: We choose books we like and can read. We use strategies like looking again at

	<ul style="list-style-type: none"> • Make some predictions of what might happen based on what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading 	<ul style="list-style-type: none"> • Learn many stories, including fairy tales, and retell them in your own words. • Read different kinds of books for different purposes. • Join discussions about books you read and books that are read to you. • Notice simple themes and common features in stories. • Find and record information from non-fiction books. • See how language, structure, and layout help meaning. • Prepare and read short poems or play scripts aloud, using voice, expression, and actions. • Predict what might happen using clues from the story. • Check that what you read makes sense and explain the meaning of some words. • Understand characters' feelings, thoughts, and motives from what they do, and explain using evidence. • Ask questions to help understand the text better. • Identify main ideas from several paragraphs and summarise them. • Notice interesting words and phrases that make reading enjoyable. 	<ul style="list-style-type: none"> • Read aloud using punctuation to help with expression and voice. • Check your reading: re-read, read ahead, or correct mistakes. • Re-read sentences to make sense of them. • Skim a text to get an idea of the topic or purpose. • Notice the purpose of a text: to inform, explain, or give instructions. • Read short information texts by yourself with focus. • Notice how texts are organised, e.g., lists or numbered points 	<p>words, checking our understanding, and fixing mistakes.</p> <ul style="list-style-type: none"> • Reflect: We think about the story, characters' actions, and what we have learned. We explain our ideas using parts of the book. • Share and Present: We share our thoughts in groups. We read poems and plays out loud. We can present information or stories to the class. • Take Turns and Respect Views: We wait for our turn to speak. We listen to other people's ideas. We make fair choices together. • Aspire to Improve: We try to read more fluently and understand more. We learn new words and read more challenging books. • Love Reading: We enjoy stories, poems, and information books. We talk about books we like with excitement.
<p>Mathematics</p>	<ul style="list-style-type: none"> • Year 2: • Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. • Recognise the place value of each digit in a two-digit number (10s,1s). • Compare and order numbers from 0 up to 100. • Use <, > and = signs. • Read and write numbers to at least 100 in numerals and in words. 	<p>Adapted MNP Scheme</p> <p>Starting point: Y3</p> <p>NOTE: pupils in higher age groups will be challenged to explore work in the relevant year group.</p> <p>Pupils will be:</p> <ul style="list-style-type: none"> • Able to solve word problems using addition and subtraction • Able to solve 'more than' and 'fewer than' word problems using addition and subtraction. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Use concrete materials to represent items in a problem. • Draw a bar model to represent a number of items in a problem. • Label all parts of the bar model with numbers and words. • Determine what information is missing from a bar model. • Apply addition and subtraction strategies from the chapter to bar model scenarios. 	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes.

	<ul style="list-style-type: none"> • Use place value and number facts to solve problems. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, and measures. • Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods. • Recall and use addition and subtraction facts to 20 fluently • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers. • Adding 3 one-digit numbers. • Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> • Know that multiplication is a form of repeated addition. • Recognise alternative words that mean multiplication for example x groups of y. • Know the products of the 3-, 4- and 8-times tables. • Quickly recall the multiplication facts for the desired tables. • Know the corresponding division facts for the 3-, 4- and 8- times tables. • Explain the concept of place value and why this is important for multiplication of two-digit numbers. • Explain how to lay out multiplication using the formal written method. • Understand the distributive law when multiplying two-digit numbers. • Identify how to lay out division using the formal written method. • Define the term renaming. • Define the terms doubling and tripling. • Relate the number of objects in one group to the number of objects in another group using multiplication and division. 	<ul style="list-style-type: none"> • Apply addition and subtraction strategies from the chapter to bar model scenarios, including the number bond and column methods. • Use the part-whole bar model method for addition and subtraction. • Use the comparison bar model method for addition and subtraction • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 	<ul style="list-style-type: none"> • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
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<p>Science</p>	<ul style="list-style-type: none"> • Pupils can explain that sound is made by vibrations. • Pupils can describe sounds as loud or soft. • Pupils can describe sounds as high-pitched or low-pitched. • Pupils can identify sources of sound around them. • Pupils can describe how distance affects loudness. • Pupils can explore and describe how vibrations make sound. 	<ul style="list-style-type: none"> • Understand what light is and how it travels. • Recognise different sources of light in the classroom and at home. • Identify materials that allow light to pass through (transparent), let some light through (translucent), or block light (opaque). • Explore making shadows using objects and light sources. • Observe and describe how light travels in straight lines. • Recognize differences in brightness: bright/dim. • Identify and follow safety rules when exploring light (e.g., not looking directly at the sun, handling lamps safely). 	<ul style="list-style-type: none"> • Explore how light is produced using lamps, bulbs, and the sun. • Identify which materials let light through (transparent), partly through (translucent), or block light (opaque). • Predict what will happen to shadows or brightness when light changes. • Observe and record what happens when light shines on objects. • Draw simple diagrams to show how light travels or creates shadows. • Explain why some objects cast shadows and others do not. • Ask questions to investigate how light behaves. • Explore patterns in light, such as brightness and shadow size, and record findings. • Use equipment safely when exploring light (e.g., lamps, mirrors, torches). 	<ul style="list-style-type: none"> • Develop curiosity by exploring how light is produced • Show responsibility by following safety rules when investigating light (e.g., not looking directly at the sun, handling lamps safely). • Develop perseverance when experiments do not work as expected. • Share ideas and listen respectfully during light investigations. • Work together and take turns when using lamps, mirrors, or other light equipment. • Appreciate the importance and impact of light in everyday life.
<p>Art</p>	<ul style="list-style-type: none"> • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work. and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work. 	<p>Painting:</p> <ul style="list-style-type: none"> • Analogous colours can be used to make a painting look aesthetically pleasing. • Analogous colours flow together. • Artists paint foregrounds and backgrounds for perspective. • Bigger paintbrushes and strokes help us to cover more area on the surface. • Smaller paintbrushes and stokes can help us to add detail to our paintings. • Brushstrokes like big swooshes or tiny dots can be expressive. <p>Significant People Claude Monet:</p> <ul style="list-style-type: none"> • Known for his contribution to the impressionist movement • Practised painting 'en plein air' (outside). 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work. and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and 	<p>Values: Respect, Value, Reflect</p> <ul style="list-style-type: none"> • Respect for the contribution made by Monet in the art world and how he was able to capture light and movement in his work. • Value the use of different brushstrokes used within Monet's paintings and the effect they gave on the viewer. • Reflect on the use of different uses of colour and how useful colour theory can be when creating an artwork.

	<ul style="list-style-type: none"> • Begin to explore how artists paint foregrounds and backgrounds for perspective. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. 	<ul style="list-style-type: none"> • Brushstrokes were short, quick and expressive. <p><i>Vocabulary: impressionism, analogous colours, foreground, background, perspective, three dimensional, expressive, strokes</i></p>	<p>making simple links to their own work.</p> <p>Painting:</p> <ul style="list-style-type: none"> • Begin to explore how artists paint foregrounds and backgrounds for perspective. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. 	
Computing	<p>Year 2:</p> <ul style="list-style-type: none"> • Recognising that buttons cause effects and that technology follows instructions. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Using camera to create story picture stories. 	<p>Kapow Computing Scheme Y3 – Programming: Scratch (adapted)</p> <p>Scratch Lessons 1 – 3:</p> <ul style="list-style-type: none"> • Know that Scratch is a coding program and what it can do. • Use loops to make code repeat. • Break big tasks into smaller steps (decomposition). • Change and improve existing code (remix). 	<ul style="list-style-type: none"> • Break an animation into small parts to see how it works (decomposition). • Use loops to repeat actions in programs. • Use logical thinking to explain how simple instructions (algorithms) work. • Say what an algorithm is for. • Make your own simple instructions (algorithms). • Use logical thinking to explore programs: guess, test, and explain what happens. • Use loops to make code faster and easier. 	<ul style="list-style-type: none"> • Share your improvements and explain your ideas to others. • Sharing ideas helps everyone learn and work together. • Be proud of your creativity when making your own animations or instructions. • Make your projects your own to show your ideas. • Use logical thinking to explore, guess, and explain how code works, while respecting the original creator.
DT	<ul style="list-style-type: none"> • Washing and preparing food safely. • Following simple instructions. • Using basic kitchen tools carefully. • Knowing healthy foods like fruit and vegetables. • Understanding why hygiene is important. • Recognising common kitchen tools. 	<p>Children should learn:</p> <ul style="list-style-type: none"> • Names and sources of common foods. • Simple nutrition concepts: healthy vs. less healthy foods. • The basic role of food in the body (energy, growth, staying healthy). • Seasonal foods and the benefits of fresh ingredients. • Simple recipe comprehension: identifying ingredients and order of steps 	<ul style="list-style-type: none"> • Prepare simple recipes independently or with support. • Use age-appropriate tools safely (e.g., plastic knives, peelers, measuring cups). • Combine ingredients in the correct order. • Observe changes in ingredients when cooking (mixing, heating, cooling). • Follow step-by-step instructions with visual prompts or symbols. • Demonstrate basic hygiene and safe kitchen practices. 	<p>Children should develop:</p> <ul style="list-style-type: none"> • Confidence and independence in the kitchen. • Enjoyment and curiosity about trying new foods. • Awareness of sharing, helping, and working collaboratively. • Pride in making something themselves. • Patience and resilience when following multi-step processes. • Respect for food and understanding its value

<p>Geography</p>	<ul style="list-style-type: none"> Observing and describing everyday weather (sun, rain, clouds, wind). Using basic weather vocabulary (rainy, sunny, windy, cloudy, stormy). Recording weather patterns through drawings or charts. Identifying cause and effect in simple environmental changes (rain → puddles). Understanding that weather can change day to day. Recognising that wind, rain, and clouds are elements of weather. Awareness that some weather events can be more extreme (heavy rain, strong wind). Knowing simple safety rules for normal bad weather (raincoat, umbrella, stay inside). 	<p>Extreme Weather: Tornadoes and Storms</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> Tornadoes are violent, rotating windstorms with a funnel shape. Storms involve heavy rain, strong winds, thunder, and lightning. Storms and tornadoes can affect people, animals, and the environment. Certain areas of the world are more prone to tornadoes (e.g., Tornado Alley, USA). Safety rules: stay indoors, follow emergency instructions, prepare an emergency kit. 	<p>Pupils will develop skills to:</p> <ul style="list-style-type: none"> Observe and describe different weather types and intensity levels. Compare normal weather to extreme weather using pictures or charts. Use simple maps to locate regions prone to tornadoes and storms. Explain simple cause-and-effect relationships (storm → flooding → safety measures). Use symbols, drawings, labels, or simple sentences to record learning Ask and answer simple geographical questions (What? Where? Why?) Take part in practical activities (sensory trays, role play, model making) 	<ul style="list-style-type: none"> Develop empathy for people and animals affected by severe weather. Manage feelings of fear and anxiety about storms safely. Appreciate the importance of being prepared and responsible. Respect the power and beauty of nature. Foster curiosity and wonder about how weather works and why extreme weather happens.
<p>History</p>	<ul style="list-style-type: none"> Discuss a significant person within a historical event and why they were important. Discuss why a historical event was significant in relation to its impact on society. Know that some people and events are considered more 'special' or significant than others. Know that 'historically significant' people or events changed many people's lives. Recognise why people did things or why events happened. Begin to explain what happened because of events or people's actions. Begin to sequence artefacts, photographs and events that are in time order. Begin to understand where people and events fit on a timeline. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, before and after. 	<p>Houses, Palaces & Castles</p> <p>Lessons 1 – 3:</p> <ul style="list-style-type: none"> Some of us live in homes from when we were born, others move homes. The four types of homes in the UK are: detached house, semi-detached house, terraced house, or flat. Buckingham Palace is the official residence of the UK monarch. <p>Significant People:</p> <p>King Charles III:</p> <ul style="list-style-type: none"> Current King of England Inherited the throne from his mother Queen Elizabeth II. <p>King George III:</p> <ul style="list-style-type: none"> King of England (1760 – 1820) Bought Buckingham Palace for his wife Queen Charlotte. 	<p>Chronology:</p> <ul style="list-style-type: none"> Begin to recognise the concept of a generation within a family context. Recount changes within living memory. Develop an awareness of the past, using common words and phrases relating to the passing of time, such as latest, past, present, future, century, before and after. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Recognise that there are reasons why people in the past acted as they did. Know that we remember some (but not all) of the events that we have lived through. <p>Historical Significance</p> <ul style="list-style-type: none"> Know that some people and events are considered more 'special' or significant than others. 	<p>Values: Respect, Individuality, Entrust, Value</p> <ul style="list-style-type: none"> Understanding and respecting the different types of houses people live in, appreciating the diversity in living arrangements. Emphasise the unique roles of individual monarchs and recognise their individual contributions. Highlight the entrusted transfer of the monarch's position within the royal family. Discuss the value of Buckingham Palace as an important symbol of the UK as the official residence of the monarch.

Music:	<p>Know that:</p> <ul style="list-style-type: none"> • Sound can be high or low (pitch). • Music has a steady beat (like a heartbeat). • We can make sound with our voice and instruments. • Symbols or pictures can show sounds (basic visual representation). • We listen to music and take turns (basic performance etiquette). • Listen and respond to a sound (e.g., stop when the sound stops). • Copy a simple rhythm (clap or tap along with an adult). • Sing or hum a short tune or rhyme (with or without words). • Hold and use a simple instrument safely (e.g., drum, shaker). • Follow a simple visual cue from left to right (like pictures or arrows). 	<p>Kapow Music Scheme (adapted)</p> <ul style="list-style-type: none"> • Move to reflect a character. • Create sounds to reflect a character • Move at a speed that reflects the tempo of the audio. • Respond to dynamic changes without prompting. • Demonstrate a sound pattern correctly to a pulse. • Sing and play high and low sounds. • Read symbols representing high and low sounds correctly. • Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these. 	<ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. “it sounds like squelching mud”). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. • Recognising and naming the following instruments: up to three instruments from Groups A and B. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Develop a love for music through exposure to various genres and styles. • Listen to and understand each other in teamwork.
PE	<p><i>Most Pupils attend to mainstream PE lessons. In Glitter they will have daily movement breaks, gross motor skills activities, swimming and PE activities based on their needs as stated in their EHCPs</i></p>			
RE	<ul style="list-style-type: none"> • Know that people have different beliefs and cultures • Builds on sequencing events and listening to stories from different cultures • Builds on knowledge of rules/routines and values across cultures • Builds on routines and structured sequences; physical awareness • Builds on previous celebration topics (e.g., Christmas, Diwali) 	<ul style="list-style-type: none"> • Buddhism began in India a long time ago, founded by the Buddha. • The Buddha taught people how to be happy, calm, and kind. • Buddhists use meditation, reflection, and good actions to follow the Buddha’s teachings. • Important festivals include Vesak (celebrates the Buddha’s life) and Magha Puja (celebrates his teachings). 	<ul style="list-style-type: none"> • Describe how Buddhists show their beliefs through meditation, reflection, and helping others. • Recognize Buddhist symbols like statues, prayer flags, and stupas. • Compare Buddhist practices with those in other religions they have learned. • Listen to and reflect on stories from the Buddha’s life and explain the lessons. 	<ul style="list-style-type: none"> • Respecting differences; awareness that people celebrate and believe in different ways • Understanding the importance of kindness, honesty, and care for others • Recognising dedication, generosity, and self-discipline as positive values • Appreciating calm, reflection, and the need for quiet spaces • Recognising the joy of sharing, community, and gratitude

	<ul style="list-style-type: none"> • Builds on knowledge of places of worship and special buildings • Builds on discussion of right/wrong, kindness, and helping others • Builds on recall, communication, and self-expression 	<ul style="list-style-type: none"> • Buddhist temples often have Buddha statues, quiet meditation areas, and tall stupas. 		<ul style="list-style-type: none"> • Respect for places of worship and understanding that they are important to others • Developing empathy; recognising good deeds; feeling proud of helping others • Confidence in sharing; pride in learning about others; showing appreciation for others' cultures.
<p>RHW</p>	<ul style="list-style-type: none"> • Our brain grows quickly and is mostly grown by age 6. • Our brain helps us make good choices and remember things we learn. • A part of the brain called the amygdala can make us want to fight, run away, or freeze. • We can think about times we have used Team H-A-P. • When we learn something new, our brain grows and gets stronger. • This is called neuroplasticity – our brain can change and improve. • We can help our brain grow by practicing and trying again. • “Happy Breathing” helps us feel calm and helps our brain work well. • People feel many different emotions. • We can learn to notice and name our feelings. • Feelings can change how our body feels and how we act. • We can try to notice how other people might be feeling. • Not everyone feels the same way at the same time. • We can share our feelings using words. • Things like playing, being outside, and spending time with people we like can help us feel good. 	<p>My Happy... Scheme:</p> <p>My Happy Mind: Meet Your Brain</p> <p>To Learn:</p> <ul style="list-style-type: none"> • Learning makes our brain grow. • Some brain parts help us choose, remember, and feel safe. • Our brain can tell us to fight, run, or freeze. • Happy Breathing helps us stay calm. • People feel many emotions, and they can change. • We can notice, name, and share our feelings. • Not everyone feels the same way. • Practising focus and Happy Breathing helps our brain and Team H-A-P. • Doing things again helps us learn better. • Mental health is as important as physical health. • Playing, hobbies, being outside, and friends/family help our mental health. • Asking for help and showing kindness is okay. • Using strategies every day keeps us calm and happy. • Practicing calm and focus makes our brain stronger and helps us learn. 	<ul style="list-style-type: none"> • Notice when you feel sad, worried, or stressed. • Use Happy Breathing to calm down. • Practise calming activities often. • Use your brain knowledge to make good choices. • Take care of your brain: sleep, water, rest, breaks. • Practising skills makes your brain stronger. • Keep trying – repetition helps learning. • Learn words for your feelings. • Notice when feelings change or get strong. • Use strategies to stay calm with big feelings. • Do daily habits that help your mind: rest, move, connect. • Talk to a trusted adult for help. • Notice if you or others need support with feelings. • Use simple steps to solve problems. • Express feelings about change, loss, or grief safely. 	<ul style="list-style-type: none"> • My Happy Mind – Meet Your Brain • Values: Reflect, Trust, Try, Care • Think about how your feelings and actions affect your brain and learning. • Trust that your brain can grow stronger with effort and calm strategies. • Try to practise new skills to make your brain stronger. • Care for your brain to help it be at its best. • Remember that others have feelings too and support them when you can. • My Happy Mind – Places • Values: Love, Trust • Show kindness to yourself and others when feelings are strong. • Trust that it is safe to talk to a trusted adult about your feelings or worries.

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage