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| Date | Cycle A | | | | | | | | | | | | | | | | | | | | | | | | Cycle B | | | | | | | | | | | | | | | | | | | | | |
| **EYFS** | | | | | | | | | | | | **KS1** | | | | | | | | | | | | **EYFS** | | | | | | | | | | | | | | **KS1** | | | | | | | |
| 4th – 13th Sept | **Transition Project** (first 2 weeks)  **R=for children to build relationships with each other and the adults who work with them, many children have challenging or non-existent relationships in their lives. For them to be assessed in many skills through non-threatening approaches, enables base line assessments to be completed and successes to be celebrated.**  **V=achieve and self-belief** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 weeks-  16th Sept – 24th Oct | **It’s good to be me**  **R=to empower children to develop knowledge about themselves and others and celebrate similarities and differences**  **V=Self-belief, achieve, respect and kindness**  **Core book: Farmer duck**  **Core book nursery: Monkey Puzzle** | | | | | | | | | | | | **Time Tech**  **R=to gain understanding of how inventions are created by everyday people and can change the world, to support knowledge of technology beyond research and give aspirations to all children.**  **V=Achieve, respect, self-belief**  **Core book: Look up** | | | | | | | | | | | | **Once upon a time**  **R=to gain knowledge about how things change and how that can affect people differently. To develop an appreciation for the cultures represented within our community. For children to have confidence with their own voice and celebrate themselves**  **V=Respect, self-belief, kindness**  **Core book: Handa’s surprise** | | | | | | | | | | | | | | **Tales to be Told**  **R=to use prior knowledge of well-known stories to learn about the scientific and artistic world. Showing what we already know can lead to learning new skills and information.**  **V=achieve, independence, self-belief**  **Core book: Lost and Found** | | | | | | | |
| Science | | History | Art | | | | | | | | DT | History | | | Art | | | | | DT | | | | Science | | | History | | | | Art | | | | | DT | | Science | | | Art | | DT | | |
| 3 weeks-  4th Nov – 22nd Nov | **Hip Hip Hooray**  **R=to embrace the different cultures within our community and beyond and develop understanding of how and why people have different celebrations and the importance to them. Looking at how these important times help us belong.**  **V=Respect, kindness, independence**  **Core book: Owl Babies**  **Core book nursery: Little Rabbit Foo Foo** | | | | | | | | | | | | **Golden Compass**  **R=to develop an appreciation for the wider world and have an understanding of how powerful the climate can be and how it effects lives.**  **V=Respect, kindness**  **Core book: Esio Trot** | | | | | | | | | | | | **Teeth, Jaws and Claws**  **R=to inspire boys (particularly as within the community we have a higher population of males and we need to inspire them to stay and achieve at school) to develop a love of learning through dinosaurs and understand how history has shaped some of what we do today.**  **V=Achieve, independence, self-belief**  **Core book: Continents** | | | | | | | | | | | | | | **Deepest Darkest Peru**  **R=to gain further knowledge about the wider world and for children to be inspired to travel one day. To know what is right and wrong and support the development of respect for others**  **V=Respect, self-belief**  **Core book: Where the forest meets the sea.** | | | | | | | |
| Geography | | | | | | | | | | | | Science | | | History | | | | Art | | | | | DT | | Geography | | | | | | | |
| 3 weeks-  25th Nov – 13th Dec | **Rocking Royals**  **R=to understand how different people’s actions can have positive affects on others. To support the understanding of cause and affect so that the children have skills to develop their own resilience and mental health and support that of others.**  **V=achieve, respect, self-belief, kindness**  **Core book: Beegu** | | | | | | | | | | | | **Hip Hip Hooray today**  **R=to develop an appreciation for different celebrations and tolerance of other people’s faiths and choices. To be able to use tolerance and respect as a way of understanding and acceptance.**  **V=Respect, kindness**  **Core book: Owl babies** | | | | | | | | | | | | | | **Every little Helps**  **R=for children to gain a perspective on how historical events have shaped what happens in the present. To develop empathy, opinions about right and wrong and listening to others.**  **V=Respect, kindness**  **Core book: Fantastic Mr Fox** | | | | | | | |
| Science | | History | | | | Art | DT | | | | RE | History | | | | | | | | | | | | Science | | | | | Geography | | | | | Art | | | | Science | | | History | | Geography | | |
| 1 week-  16th – 20th Dec | **Christmas**  **R=to know the teaching of Christians and develop tolerance and respect for people who follow different religions**  **V=Respect, independence**  **Core book: The Day the Crayons Quit**  **Core book: Stick Man**  **Core book nursery: The Gruffalo** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RE | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 week 7th – 10th Jan | **Global Community Week**  **R=to use our community to learn about communities around the world and develop aspiration to travel, respect the planet and increase our understanding of others as we understand each other**  **V=Achieve, respect, independence, self-belief, kindness**  **Non-fiction book on that country** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geography | | | RE | | | | | | | | | DT | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 week 13th – 17th Jan | **ASSESSMENT WEEK**  **R=pause, reflect and ponder**  **V=achieve, independence, self-belief** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 weeks 20th Jan – 14th Feb | **An Asian Adventure**  **R=to develop an understanding about the world and who may live in it. Building upon the community ‘melting’ pot in which they live**  **To show that this is a world outside of their community and give aspiration to visit places**  **V=Respect, kindness**  **Core book: Continents**  **Core book nursery: Dear Zoo** | | | | | | | | | | | | **An Arctic Adventure**  **R=to add to their knowledge of the wider and world and who may live in it. To begin to understand how we survive and have skills to start equipping themselves with how this can be done.**  **V=Achieve, independence, self-belief and kindness**  **Core book: Lost and found** | | | | | | | | | | | | **Come Dive with Me!**  **R=to know about the world outside of their community to give aspiration to travel and explore as many families do not leave the immediate area. To understand differences between places and animals and why these are important to world.**  **V=Achieve, respect, independence, kindness**  **Core book: Animals and the farm** | | | | | | | | | | | | | | **We are the Champions**  **R=to aspire to be the best version of themselves by understanding how people we may admire have not always been as fortunate, clever, famous or wealthy. To respect the natural world and know how it can be dangerous**  **V=achieve, respect, independence, self-belief, kindness**  **Core book: Superworm** | | | | | | | |
| History | | Geography | Art | | | | | | | | DT | Science | | Geography | | | | Art | | | DT | | | Science | | | | | Geography | | | | | Art | | | | Science | History | | | Art | | | DT |
| 1 week-  24th Feb – 28th Feb | **Our Super world and beyond**  **R=to appreciate the natural phenomenon of cycles, climate and typicality and how as humans we affect this. To develop aspirations to travel, look after the planet.**  **V=respect, self-belief, kindness**  **Core book: Where the wild things are**  **Core book: Stick Man**  **Core book nursery: The very hungry caterpillar** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | Geography | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 weeks 3rd March – 4th April | **Toy’s Stories**  **R=to allow children the understanding of evolution through toys and how things change over time.**  **To allow them to develop their own opinions and voice introducing reasoning through the question why**  **V=Achieve, respect, independence, self-belief**  **Core book: Whatever Next**  **Core book nursery: Little Rabbit Foo Foo** | | | | | | | | | | | | **Around The Corner**  **R=to appreciate the local community and beyond, both in the natural world and man-made.to be able to have a positive effect on their own environment and become responsible citizens now and in the future**  **V=Respect, independence, kindness**  **Core book: Enormous Crocodile** | | | | | | | | | | | | **Emergency**  **R=to give aspirations to all to understand types of employment which they may want to enter when they are older and understand that the skills they develop will support them in the future. To look at the ‘caring’roles in employment.**  **V=achieve, independence, self-belief**  **Core book: whatever next** | | | | | | | | | | | | | | **Adventures on the High Seas**  **R=to develop the knowledge in how to design, make and improve their own work. To develop positive attitudes to work even if tasks seem difficult**  **V=achieve, independence, self-belief**  **Core book: The Day the Crayons Quit** | | | | | | | |
| History | | | | | | | | | | | | Science | History | | | | Geog | | Art | | | DT | | Geog | | | | Art | | | | | DT | | | | | Science | | Art | | | | DT | |
| 3 weeks 23rd April – 9th May | **RESPECT**  **R=to ensure that children grow up as happy and caring people and have an understanding who the world is shared with and how we all have similarities and differences**  **V=Respect, self-belief, kindness**  **Core book: Animals on the Farm**  **Core book nursery: Dear Zoo** | | | | | | | | | | | | **Fossil Hunters**  **R=to give aspirations to all but particularly to girls as many in the community do not work or think they can be or deserve better. To show that sometimes if you believe you must keep going and develop resilience and trust in yourself. To introduce different and exciting job roles to inspire**  **V=achieve, respect, self-belief**  **Core book: Where the forest meets the sea** | | | | | | | | | | | | **Munch Crunch Lunch**  **R=to know how to be healthy and where produce comes from. To develop healthy habits and understand how and why we use services such as the dentist as this is a service many families do not access. To know that they have right to choice.**  **V=Respect, independence, self-belief**  **Core book: farmer duck** | | | | | | | | | | | | | | **World Explorer**  **R=to develop courage within themselves by learning from others. To have a can-do attitude and rise to challenges which life may bring.**  **V=independence, self-belief**  **Core book: The Princess and the Wizard** | | | | | | | |
| Science | | | | | | Geog | Art | | | | DT | History | | | | | | | | | | | | Science | | | Geog | | | Art | | | | | DT | | | History | | | | | | | |
| 3 weeks 12th – 23rd May  3rd – 6th June | **Woodland wondering**  **R=to further develop the respect for the natural world whilst understanding how to care and create for different environments**  **V=Respect, kindness**  **Core book: We’re Going on a Bear Hunt**  **Core book nursery: The Gruffalo** | | | | | | | | | | | | **Tapping Toes**  **R=to further develop acceptance of others, as the community in which they live is diverse and rich in culture. To give aspiration to all children that they can achieve whatever they put their minds too. Particularly show the BAME community they can achieve, as the community has had bad press over time**  **V=achieve, respect, self-belief, kindness**  **Core book: Superworm** | | | | | | | | | | | | **Up, Up and away**  **R=to expand knowledge of how to travel and how this may affect the planet and to know how technology has evolved and how it has a purpose in everyday life, not just games and TV. To appreciate the local area and how it can inspire them to be artists**  **V=Achieve, respect, independence**  **Core book: We’re going on a bear hunt** | | | | | | | | | | | | | | **Indigenous Inspiration**  **R=to understand different roles people may have in society and how to make a positive difference to others. To develop a desire to want to know about others and respect differences**  **V=respect, self-belief, kindness**  **Core book: Beegu** | | | | | | | |
| Science | | Geog | | | | | | History | | | Art | History | | | | | | | | | | | | Science | | | History | | | | | | DT | | | | | History | | | | | | | | |
| 4 weeks 9th June – 4th July | **A Place to stay**  **R=to develop an appreciation for different habitats, how they are made and their purpose to further develop knowledge about materials and needs**  **V=achieve, independence, self-belief**  **Core book: Handa’s Surprise**  **Core book nursery: Monkey Puzzle** | | | | | | | | | | | | **Shine a Light**  **R=to develop scientific enquiry about both the natural and man-made world**  **V=achieve, independence**  **Core book: Look up** | | | | | | | | | | | | **Our Earth**  **R=to develop an appreciation for the world around them and further develop caring attitudes towards others, which will support children’s own morals and values on how they treat others and how they wish to be treated.**  **V=respect, self-belief, kindness**  **Core book: Whatever Next!** | | | | | | | | | | | | | | **Wonderful Wilderness**  **R=to know that we as humans have a responsibility for our own actions and choices and that these may affect others in a positive or negative way-to grow up as responsible citizens**  **V=achieve, respect, self-belief, kindness**  **Core book: Where the Wild Things are.** | | | | | | | |
| Science | History | | | Geog | | | | | Art | DT | | Science | | | Art | | | | | DT | | | | Science | History | Geog | | | | | | Art | | | | | DT | Science | | | | Art | | | |
| 1 week 7th –11th July | **Assessments Week**  **R=pause, reflect and ponder**  **V=achieve, independence, self-belief**  **Core book:**  **Core book: bugs** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 week 14th – 18th July | **Health and Science week (Jiffy Science)**  **School Trip**  **R=to develop skills in knowing how to look after ourselves and others and to aspire children to be the next scientists, dieticians and sports people**  **V=Achieve, independence, self-belief**  **Core book: Princess and the Wizard**  **Core book: bugs**  **Core book nursery: The Very Hungry Caterpillar** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | | | | | | | | PSHE | | | | | | | | | | | | | | | | | | | | | | |
| 3 days  21st – 23rd July | **Moving on – changes and preparation for the next adventure and celebration own successes**  **Sun, water and road safety (summer holidays)**  **Year 2 leavers assembly**  **School Trip**  **R=to be able to stay safe in the environment in which they live and to be able to manage change in their own lives as many families in our community deal with change and trauma regularly. To know that being proud of ourselves is ok and develop a sense of achievement for children who come from a community which is not seen as positive by others and allow their unique lights to shine through.**  **V=Achieve, respect, independence, self-belief, kindness.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**The Parental Right of Withdrawal from Religious Education**

 Religion and belief have become more visible in public life in recent years, making it important that all pupils should have an opportunity to engage in RE.   However, the parent of a pupil at a community, foundation or voluntary school (or pupils themselves if they are aged 18 or over) may request that they be excused from all or part of the religious education (RE) provided.

Parents who wish to withdraw their children from RE should be aware of its aims and what is covered in the RE curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given.

**Important - limitations to withdraw**

* If pupils are withdrawn from RE, schools have a duty to supervise them, **though not to provide additional teaching**.  A pupil may be required to work in another area of the school, such as library or break out area.
* Whilst parents or carers have a right to withdraw children from RE, **they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.**
* On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or citizenship (PSHE)  For example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.

**Managing the Right of Withdrawal**

Where a request for withdrawal is made, the school must comply and excuse the pupil until the request is rescinded. Though not legally required, it is good practice for a head teacher to invite parents to discuss their written request.

*(Section 71(3), School Standards and Framework Act 1998).*