Year 2 Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Street Detectives	Movers and Shakers	Coastline	Wriggle and Crawl	Land Ahoy	Beachcombers
Paddington goes to Town Little Red Riding Hood The Elves and the Shoemaker Narrative dialogue Letters Diary	Man on the Moon Greta and the Giants Rosa Parks – Lisbeth Kaiser Adventure Narrative Historical Biography Non chronological report Poetry	Katie Morag Stories Two Grandmothers Seaside poems Captain James Cook Narrative retell Non chronological report Poetry	Superworm The Bumble Bear The Boy who Lost his Bumble Newspaper reports Non-chronological reports Adventure narrative Poetry	The Adventures of Sinbad the Sailor Grace Darling the Female Pirate Harry Paye The Pirate that lives next door The Troll Explanations NCR Bios Narrative Diary recount	Snail and the Whale Sharing a Shell Sally and the Limpet Instructions Narrative Invitation/postcard Poetry
W1-3 Number PV W4-8 + and –	W9/10 Measurement: money W11 x and ÷ W12 Consolidation	W1-4 Number X and ÷ W5/6 Statistics	W7/8 Geometry: properties of shape W9-12 Fractions	W1/2 Measurement: length and height W3/4 Geometry: position and direction W5/6 Consolidation	W7/8 Measurement: time W9-11 Measurement: Mass, capacity and temperature W12 Consolidation
Plants	Animals including	Use of everyday	Living things and their	Use of everyday	Living things and
	Humans	materials	habitats	materials	their habitats
Linked science investigation: How do plants grow in winter? 1 Year 2 Enquiry Observe closely, using simple equipment. 1 Year 2 Enquiry Gather and record data to help in	Linked science investigation: How do germs spread? Science investigation: Animals, including humans 1 Year 2 Enquiry Identify and classify. 1 Year 2 Enquiry Use	Linked science investigation: Will it degrade? Synopsis Children observe the differences between the degradable properties of alive,	Linked science investigations: Do insects have a favourite colour? Do snails have noses? What is the life cycle of the ladybird? Where do snails live?	Linked science investigations: Why do boats float? Can you find treasure? Everyday materials; Working scientifically	Linked science investigations: How many arms does an octopus have? Working scientifically; Living things and their habitats; Animals, including
	Street Detectives Paddington goes to Town Little Red Riding Hood The Elves and the Shoemaker Narrative dialogue Letters Diary W1-3 Number PV W4-8 + and - Plants Plants Linked science investigation: How do plants grow in winter? 1 Year 2 Enquiry Observe closely, using simple equipment. 1 Year 2 Enquiry Gather	Street DetectivesMovers and ShakersPaddington goes to Town Little Red Riding Hood The Elves and the ShoemakerMan on the Moon Greta and the Giants Rosa Parks – Lisbeth KaiserNarrative dialogue Letters DiaryAdventure Narrative Historical Biography Non chronological report PoetryW1-3 Number PV W4-8 + and –W9/10 W11 x and ÷ W12 ConsolidationPlantsAnimals including Humans Linked science investigation: How do plants grow in winter?I Year 2 Enquiry Observe closely, using simple equipment. I Year 2 Enquiry GatherI Year 2 Enquiry Identify and classify.	Street DetectivesMovers and ShakersCoastlinePaddington goes to Town Little Red Riding Hood The Elves and the ShoemakerMan on the Moon Greta and the Giants Rosa Parks – Lisbeth KaiserKatie Morag Stories Two Grandmothers Seaside poems Captain James CookNarrative dialogue Letters DiaryAdventure Narrative Historical Biography Non chronological report PoetryNarrative retell Non chronological report PoetryW1-3 Number PV W4-8 + and –W9/10 W11 x and ÷ W12 ConsolidationW1-4 Number X and ÷ W5/6 StatisticsVur-3 Number PV w4-8 + and –Animals including Humans Linked science investigation: How do plants grow in winter?Use of everyday materials Linked science investigation: How do germs spread? Science investigation: Animals, including humansUse of everyday materials Linked science investigation: How do germs spread? Science investigation: Animals, including humans Linked science investigation: How do germs spread?Synopsis Children observe the differences between the degradable	Street DetectivesMovers and ShakersCoastlineWriggle and CrawlPaddington goes to Town Little Red Riding Hood The Elves and the ShoemakerMan on the Moon Greta and the Giants Rosa Parks – Lisbeth KaiserKatie Morag Stories Two Grandmothers Seaside poems Captain James CookSuperworm The Bumble Bear The Boy who Lost his BumbleNarrative dialogue Letters DiaryAdventure Narrative Historical Biography Non chronological report PoetryNarrative retell Non chronological report PoetryNewspaper reports Adventure narrative PoetryW1-3 Number PV W4-8 + and -W9/10 W11 x and ÷ W12 ConsolidationW1-4 Number X and ÷ W5/6 StatisticsW7/8 Geometry: properties of shape W9-12 FractionsPlants Linked science investigation: How do plants grow in winter?Linked science investigation: How do germs spread?Linked science investigation: How do germs spread?Linked science investigation: Will it degrade?Linked science investigation: Will it degrade?Linked science investigation: Will it degrade?Linked science investigation: What is the life cycle of the ladybird?I Year2 Enquiry I Year2 Enquiry I Year2 Enquiry GatherI Year2 Enquiry and classify.Sympsis Children observe the differences between the degradableUse of subserve the ladybird?	Street Detectives Movers and Shakers Coastline Wriggle and Crawl Land Ahoy Paddington goes to Town Little Red Riding Hood The Elves and the Shoemaker Man on the Moon Greta and the Giants Rosa Parks – Lisbeth Kaiser Katie Morag Stories Two Grandmothers Scaptain James Cook Superworm The Bumble Bear The Boy who Lost his Bumble The Adventures of Grace Darling the Female Pirate Harry Paye Narrative dialogue Letters Adventure Narrative Historical Biography Non chronological report Poetry Narrative retell Non chronological report Poetry Newspaper reports Non-chronological report Poetry Newspaper reports Non-chronological report Poetry Newspaper reports Non-chronological report Poetry Newspaper reports Non-chronological report Poetry Newspaper reports Non-chronological report Newspaper reports Non-chronological reports Newspaper reports Non-chronological reports Newspaper reports Non-chronological report Newspaper reports Non-chronological report Newspaper reports Non-chronological report W1/2 Measurement: W1/2 Measurement: W1/2 Consolidation W1/2 Newsurement: W1/2 Consolidation W1/2 Newsurement: W1/2 Consolidation W1/2 Consolidation W3/2 Geometry: position and direction W5/6 Consolidation W1/2 Newsurement: Investigation: How do germs spread? Use of everyday Materials Living things and their habitats Use of everyday Materials Use of everyday Materials Use of everyday Materials Use of everyday Materials

1 Year 2 Habitats Identify	ideas to suggest answers	alive materials when	including humans;	simple tests.	
and name a variety of	to questions.	they are placed in a jar	Working scientifically	1 Year	1 Year 2 Enquiry Ask
plants and animals in their	1 Year	of salty water for six	3 Year 2 Enquiry Ask	2 Enquiry Gather	simple questions and
habitats, including	2 Animals Describe the	weeks.	simple questions and	and record data to	recognise that they
microhabitats.	importance for humans	Science investigation:	recognise that they can	help in answering	can be answered in
1 Year 2 Materials Identify	of exercise, eating the	Living things and their	be answered in	questions.	different ways. <mark>1</mark> Year
and compare the suitability	right amounts of different	habitats	different ways.	1 Year	2 Enquiry Observe
of a variety of everyday	types of food, and	1 Year	<mark>3</mark> Year	2 Materials Identify	closely, using simple
materials, including wood,	hygiene.	2 Enquiry Identify and	2 Enquiry Observe	and compare the	equipment. <mark>1</mark> Year
metal, plastic, glass, brick,		classify.	closely, using simple	suitability of a	2 Habitats Explore
rock, paper and cardboard		1 Year 2 Enquiry Use	equipment.	variety of everyday	and compare the
for particular uses.		their observations and	1 Year	materials, including	differences between
		ideas to suggest	2 Enquiry Perform	wood, metal, plastic,	things that are living,
		answers to questions.	simple tests.	glass, brick, rock,	dead, and things that
		1 Year	3 Year 2 Enquiry Use	paper and cardboard	have never been
		2 Enquiry Gather and	their observations and	for particular uses.	alive.
		record data to help in	ideas to suggest	1 Year	1 Year 2 Animals Find
		answering questions.	answers to questions.	2 Materials Find out	out about and
		1 Year	4 Year 2 Enquiry Gather	how the shapes of	describe the basic
		2 Habitats Explore and	and record data to help	solid objects made	needs of animals,
		compare the	in answering questions.	from some materials	including humans, for
		differences between	3 Year	can be changed by	survival (water, food
		things that are living,	2 Habitats Identify and	squashing, bending,	and air).
		dead, and things that	name a variety of plants	twisting and	
		have never been alive.	and animals in their	stretching.	Habitats; Living and
			habitats, including	1 Year	non-living things;
			microhabitats.	2 Aims Breadth Deve	Food chains; Basic
			1 Year	lop scientific	needs of animals;
			2 Habitats Describe	knowledge and	Working scientifically
			how animals obtain	conceptual	
			their food from plants	understanding	2 Year
			and other animals, using	through the specific	2 Enquiry Perform
			the idea of a simple	disciplines of	simple tests.
			food chain, and identify	biology, chemistry	5 Year
			and name different	and physics	5 Year 2 <mark>Enquiry</mark> Identify
			sources of food.	2 Year	and classify.
			6 Year 2 Animals Notice	2 Aims Breadth Deve	2 Year 2 Enquiry Use
			that animals, including	lop understanding of	their observations

can be changed b				humans, have offspring which grow into adults. ³ Year 2 Animals Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	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	stretching.
Geography Human and physical Significant places atlases; World seas maps; Locational	Geography	Human and physical	atlases; World seas		maps; Locational	1 Year 2 Features Use

maps; Aerial images

2 Year 2 Features Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

5 Year 2 Fieldwork 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.

8 Year 2 Fieldwork 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.

5 Year

2 Aims Breadth Understan d 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. **1** Year 2 Aims Breadth Are competent in the

1 Year 2 Features Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port,



2 Aims 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.

and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time: Tourism

1 Year 2 Location Name and locate the world's seven continents and five oceans. 1 Year 2 Location Name, locate and identify

characteristics of the four countries and capital cities of the UK and its surrounding seas.

2 Year 2 Features 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. 4 Year 2 Features Use basic geographical vocabulary to refer to key human features,

including: city, town,

village, factory, farm,

house, office, port,

harbour and shop.

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. 1 Year 2 Fieldwork 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.

1 Year 2 Aims Breadth Underst and 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.

1 Year 2 Location Name and locate the world's

Directions

seven continents and five oceans.

2 Year **2** Location Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding

seas. 1 Year 2 Features 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 & South Poles. 1 Year 2 Features 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.

2 Year

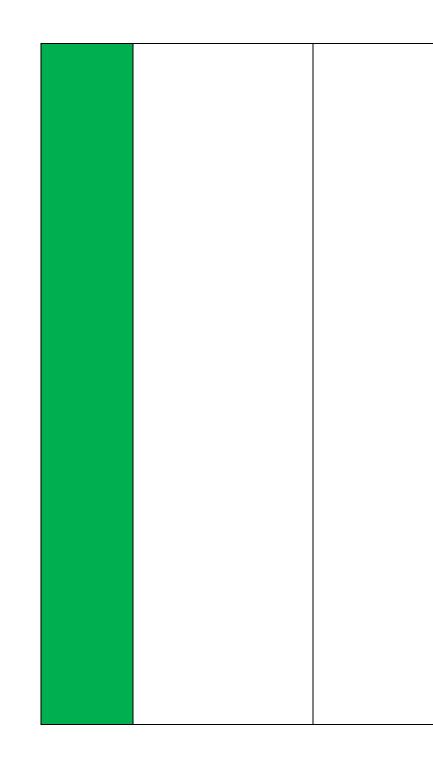
basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain. sea. ocean, river, soil, valley, vegetation, season and weather. 1 Year 2 Fieldwork Use

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.

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.

Year 2 Fieldwork 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. 4 Year 2 Fieldwork 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. 9 Year 2 Fieldwork 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. 3 Year 2 Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key

2 Fieldwork 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. 2 Year 2 Fieldwork 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. 4 Year 2 Fieldwork 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. 1 Year 2 Fieldwork Use simple fieldwork and observational skills



human and physical features of its surrounding environment. 1 Year 2 Aims Breadth Devel op 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. 3 Year 2 Aims Breadth Under stand 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. 1 Year 2 Aims Breadth Are competent in the geographical skills needed to: collect, analyse and communicate with a

to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 1 Year 2 <mark>Aims</mark> Breadth Deve lop 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.

			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		
	Changes within living	Historical models;	writing at length. Jobs in the past;	Significant historical	
	memory; Significant people; Places and events	Exploring significance; Local historically	Significant people – Captain Cook	people – Captain James Cook, Grace	
	in the local area	significant person;	Captain COOK	Darling; Famous	
		Historical vocabulary;	3 Year 2 Learn about	pirates	
	3 Year 2 Learn about	Chronology and	events beyond living	1 Year 2 Learn about	
	changes within living	timelines; Historically	memory that are	events beyond living	
	memory. Where	significant artists,	, significant nationally	memory that are	
	appropriate, these should	activists, explorers,	or globally.	significant nationally	
	be used to reveal aspects	monarchs and scientists;		or globally.	
History	of change in national life.	Facts and opinions;	<mark>3 Year 2</mark> Learn about		
		memorials;	the lives of significant	4 Year 2 Learn about	
	1 Year 2 Learn about	Significant people –	individuals in the past	the lives of	
	events beyond living	Captain James Cook,	who have contributed	significant	
	memory that are significant	Christopher Columbus,	to national and	individuals in the	

		1	1	[]
nationally or globally.	Claude Monet, Elizabeth	international	past who have	
	Fry, Emmeline Pankhurst,	achievements. Some	contributed to	
3 Year 2 Learn about	Florence Nightingale,	should be used to	national and	
significant historical	Henry VIII, Isaac Newton,	compare aspects of	international	
events, people and places	Joseph Lister, Mahatma	life in different	achievements. Some	
in their own locality.	Gandhi, Marie Curie,	periods.	should be used to	
	Martin Luther King Jr,		compare aspects of	
	Mary Anning, Neil		life in different	
	Armstrong, Paul Cezanne,		periods.	
	Queen Victoria, Roald			
	Amundsen, Rosa Parks,		2 Year	
	Vasco da Gama, Vincent		2 Aims Breadth Und	
	van Gogh, William		erstand the methods	
	Shakespeare		of historical enquiry,	
			including how	
	1 Year 2 Learn about		evidence is used	
	changes within living		rigorously to make	
	memory. Where		historical claims, and	
	appropriate, these should		discern how and why	
	be used to reveal aspects		contrasting	
	of change in national life.		arguments and	
	6 Year 2 Learn about		interpretations of	
	events beyond living		the past have been	
	memory that are		constructed.	
	significant nationally or			
	globally.			
	13 Year 2 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.			
	1 Year 2 Learn about			
	significant historical			
	events, people and places			

		in their own locality. 1 Year 2 Aims Breadth Understa nd 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.				
		12 Year				
		2 Aims Breadth Understa				
		nd 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				
	Making models;	constructed.	BEACH HUT	Origins of food;	Mechanisms;	Einger nunnets
	Baking;		companion project	Selecting natural	Structures	Finger puppets
	Making signs;		This project teaches	materials		3 Year 2 Make Select
	Designing buildings		children about making		1 Year	from and use a range
DT	0 0		and strengthening	2 Year 2 Make Select	2 Design Design	of tools and
	2 Year 2 Design Design		structures, including	from and use a range of	purposeful,	equipment to
	purposeful, functional,		different ways of	tools and equipment to	functional, appealing	perform practical
	appealing products for		joining materials.	perform practical tasks	products for	tasks (for example,

themselves and other users based on design criteria. 2 Year 2 Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 2 Year 2 Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). 5 Year 2 Make Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **1** Year **2** Food Use the basic principles of a healthy and varied diet to prepare dishes. 1 Year 2 Aims Breadth Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in

an increasingly technological world.

Structures –	(for example, cutting,	themselves and	cutting, shaping,
strengthening and	shaping, joining and	other users based on	joining and finishing).
joining	finishing).	design criteria.	2 Year 2 Make Select
	1 Year 2 Make Select	1 Year	from and use a wide
3 Year 2 Design Design	from and use a wide	2 Design Generate,	range of materials
purposeful, functional,	range of materials and	develop, model and	and components,
appealing products for	components, including	communicate their	including
themselves and other	construction materials,	ideas through	construction
users based on design	textiles and ingredients,	talking, drawing,	materials, textiles
criteria.	according to their	templates, mock-ups	and ingredients,
<mark>3</mark> Year	characteristics.	and, where	according to their
2 Design Generate,	1 Year	appropriate,	characteristics.
develop, model and	2 Evaluate Evaluate	information and	1 Year
communicate their	their ideas and products	communication	2 Aims Breadth Devel
ideas through talking,	against design criteria.	technology.	op the creative,
drawing, templates,	1 Year 2 Food Use the	1 Year 2 Make Select	technical and
mock-ups and, where	basic principles of a	from and use a range	practical expertise
appropriate,	healthy and varied diet	of tools and	needed to perform
information and	to prepare dishes.	equipment to	everyday tasks
communication	1 Year	perform practical	confidently and to
technology.	2 <mark>Aims</mark> Breadth Develop	tasks (for example,	participate
1 Year 2 Make Select	the creative, technical	cutting, shaping,	successfully in an
from and use a range	and practical expertise	joining and	increasingly
of tools and	needed to perform	finishing).	technological world.
equipment to perform	everyday tasks	2 Year 2 <mark>Make</mark> Select	
practical tasks (for	confidently and to	from and use a wide	
example, cutting,	participate successfully	range of materials	
shaping, joining and	in an increasingly	and components,	
finishing).	technological world.	including	
1 Year 2 Make Select		construction	
from and use a wide		materials, textiles	
range of materials and		and ingredients,	
components, including		according to their	
construction		characteristics.	
materials, textiles and		1 Year	
ingredients, according		2 Evaluate Evaluate	
to their		their ideas and	
characteristics.		products against	

			 Year Evaluate Evaluate their ideas and products against design criteria. Year Technical Build structures, exploring how they can be made stronger, stiffer and more stable. Year Aims Breadth Devel op the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. 		design criteria. 1 Year 2 Technical Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	
	Famous local artists; Creating views from the local area ANTONY GORMLEY	Still life; Colour study; Compositions 2 Year 2 Use a range of	Materials and techniques 3 Year 2 Use a range	Observational drawing; Model making 2 Year 2 Use a range of	Observational drawing; Printing 1 Year 2 Use a range	Sketchbooks; 3-D modelling; Sand art; Seascapes
	2 Year 2 Use a range of materials creatively to	materials creatively to design and make products.	of materials creatively to design and make products.	materials creatively to design and make products.	of materials creatively to design and make products.	6 Year 2 Use a range of materials creatively to design
Art	design and make products.	1 Year 2 Develop a wide range of art and design	1 Year 2 Learn about the work of a range of	1 Year 2 <mark>Aims</mark> Breadth Produce	2 Year 2 Develop a wide range of art	and make products. 1 Year 2 Use drawing,
	1 Year 2 Learn about the work of a range of artists, craft makers and designers,	techniques in using colour, pattern, texture, line, shape, form and	artists, craft makers and designers, describing the	creative work, exploring their ideas and recording their	and design techniques in using colour, pattern,	painting and sculpture to develop and share their ideas,

	describing the differences	space.	differences and	experiences.	texture, line, shape,	experiences and
	and similarities between	2 Year 2 Learn about the	similarities between	experiences.	form and space.	imagination.
	different practices and	work of a range of artists,	different practices and		2 Year 2 Learn about	1 Year 2 Learn about
	disciplines, and making	craft makers and	disciplines, and		the work of a range	the work of a range
	links to their own work.	designers, describing the	making links to their		of artists, craft	of artists, craft
	links to their own work.	differences and	own work.		makers and	makers and
			OWN WORK.			
		similarities between			designers, describing	designers, describing
		different practices and			the differences and	the differences and
		disciplines, and making			similarities between	similarities between
		links to their own work.			different practices	different practices
		2 Year			and disciplines, and	and disciplines, and
		2 Aims Breadth Produce			making links to their	making links to their
		creative work, exploring			own work.	own work.
		their ideas and recording			1 Year	2 Year
		their experiences.			2 <mark>Aims</mark> Breadth Prod	2 <mark>Aims</mark> Breadth Prod
		3 Year			uce creative work,	uce creative work,
		2 Aims Breadth Evaluate			exploring their ideas	exploring their ideas
		and analyse creative			and recording their	and recording their
		works using the language			experiences.	experiences.
		of art, craft and design.			•	
	Christianity – What did	Christianity – Jesus as a	Judaism – Passover	Christianity – Easter	Judaism – The	Judaism – Rights of
	jesus teach?	gift from God		,	covenant	Passage and good
RE	,		Islam – Prayer at			works
			home		Islam – Community	
					and Belonging	Islam - Hajj
	Being Me in My World -	Celebrating differences -	Dreams and Goals-			
PSHE		-		Healthy Me- Jigsaw	Relationships-Jigsaw	Changing Me-Jigsaw
	Jigsaw	Jigsaw	Jigsaw			- -
Music	Hands, Feet, Heart		I Wanna Play In A	Zootime	Friendship Song	Reflect, Rewind And
WIGSTC		Но Но Но	Band			Replay