

YEAR B	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Peace and Conflict	Rights and Responsibilities	Global Neighbours
GLOBAL TOPIC/QUESTION	How can we show empathy and support others? Nurturing nurses/nursing over time - Florence Nightingale and Mary Seacole	How can we protect others? How to take part in making and changing rules in own class / school Uneven sharing of power and how some people are excluded from decision-making	Why go exploring? Significant individuals and local history (Brunel and Columbus)/ Geography of a small area of the UK and of an area in a contrasting non-European country (Bristol and Bahamas)
PRODUCT OUTCOME	A product that develops an understanding of causes of disagreement and conflict at personal, classroom and household levels. Children will be able to demonstrate some ways of avoiding, managing and resolving conflict. e.g. To develop a link to a local care home. To support the well-being of the elderly in our local community through social interaction. Visits from nurses, police. Children could teach reception how to resolve conflicts e.g. making videos / power points / own presentations / playtime ideas and supporting younger children outside.	A product that develops an understanding of how to take part in making and changing rules in own class / school. Children will identify uneven sharing of power and how some people are excluded from decision-making (adults making decisions for children). e.g. Write to a person in power about a change that they want to make - something they think is unfair e.g. MP / petition / protest.	A product that develops an understanding of similarities and differences between places and various parts of the world, including own setting. Children will identify links between local community and wider world. A book about the importance of connecting with our global neighbours. Messages to our community - an antidote to lockdown. Remember that we are social beings. OR 'Junkanoo' style celebration of the year.
WHY/BRAVE CHANGEMAKER	Empathy - Children will be able to talk about identity and diversity using an awareness of and concern for people's feelings. They will be able to demonstrate an interest in and concern for others outside their immediate circle and in a context different to their own. Making decisions - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.	Managing change - Children will be able to describe feelings about changes in own life and locality. Critical and creative thinking - children will ask relevant questions and consider merits of different viewpoints. They will use different approaches to solve problems.	Communication - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others. Critical and creative thinking - children will ask relevant questions and consider merits of different viewpoints. They will use different approaches to solve problems.
RELATED TEXT	Zog and the flying doctors, Traction Man, Two giants, Superbat, Azzi in between, Amazing Grace.	Swimmy, Rainbow Fish, The Day the crayons quit.	The darkest dark, Man on the moon, Toys in space, Bear and the piano, Snail and the whale, Zathura, Up
HISTORY	Significant People – Yr 2 Link to Science Materials: John Mc Adam, Charles Macintosh, John Dunlop Yr 1/2 Mary Seacole Florence Nightingale Who were they? How they did they contribute to British nursing? How has nursing changed over time?	Significant events in national life – RNL Who was Grace Darling and how do we know? Why did she do what she did? How has sea rescue changed over time? How should Grace be remembered?	Significant local history – Brunel, Bristol Why was Bristol so important? How did people travel in the past? Look at the development of roads, railways and ships- Brunel. How will people travel in the future?
GEOGRAPHY	Mapping - locating where the significant people were from and their travel routes. Find their homes on maps. Location/Place - countries, continents and oceans on world maps.	Location/Place - An area contrasting (European v's non-European) geographical features. Australia – Great Barrier Reef - Australian Maritime safety authority case study. Mapping - Locate and name 7 continents and 5 oceans and UK seas. Link to habitats in science.	Mapping - Locate continents and oceans that SS Great Britain crossed Location/Place – UK vs Falkland Islands geographical features (Where ship was left for 84 years). Settlement due to geographical position - access to the sea (physical) and road and rail links (human).
SCIENCE	Materials. Designing a hospital at the end - see people in history column. (Discrete – Seasons)	Animals and humans, living things and their habitats (Discrete - Seasons)	Plants (Discrete – Seasons)

RE	<p>St Mary's: T1 Y1/2 – UC: Creation - who made the world? (Christianity) T2 Y1/Y2 – D: Channukah - Does celebrating Channukah make Jews feel close to God? (Judaism)</p> <p>St Helen's: T1 – Y1 What makes some places sacred (Judaism). Y2 What is the good news Jesus brings (Christianity). T2 – Y1 Incarnation. Why does Christmas matter? Y2 – Who is Muslim and what do they believe? (Islam)</p>	<p>St Mary's: T3 Y1/2 - D: Covenant - How special is the relationship Jews have with God? (Judaism). T4 Y1/Y2 - UC: Salvation - why does Easter matter to Christians (Christianity).</p> <p>St Helens: T3 - Y1: Who is Jewish and what do they believe? (Judaism contrast Christianity) Y2: What can we learn from sacred books? (Islam & Christianity). T4- Y1: Continue T3. Y2: Salvation - Why does Easter matter?</p>	<p>St Mary's: T5 Y1/2 – D: Shabbat - is Shabbat important to Jewish children? AS - what does it mean to be part of a faith community? (Judaism). T6 1/2: DR - Rites of passage and good works. What is the best way for a Jew to show commitment to God? (Judaism)</p> <p>St Helens: T5 – Y1: How should we care for others and the world? (Judaism link) Y2: What does it mean to belong to a faith community? (Islam and Christianity). T6 – Y1: Creation - who made the world? Y2: God - what do Christians believe that God is like?</p>
ENGLISH	Retell traditional tale - The enormous turnip, Non-fiction about people who help us (nurses)	Diary of Grace darling, Setting description under the sea, Poem about under the sea, Non-fiction about habitats.	Instructions for going to the moon/achieving dream. Text based unit on snail and the whale - innovate the story.
ORACY	<p>Physical: Develop my presence as a performer, controlling my voice and movement.</p> <p>Linguistic: Use a range of descriptive words to suit different situations</p> <p>Social and Emotional: Take turns in discussion and listen to others and respond to their points.</p>	<p>Physical: Use several different tones of voice and adapt my voice to the context.</p> <p>Linguistic: Use full sentences with connectives and speak fluently without repetition for several sentences.</p> <p>Cognitive: Ask a range of questions including probing questions.</p> <p>Social and Emotional: Take turns in discussion and listen to others and respond to their points.</p>	<p>Physical: Use subtle gestures and body language to indicate a range of different emotions.</p> <p>Linguistic: Use full sentences with connectives and speak fluently without repetition for several sentences.</p> <p>Cognitive: Pursue a line of enquiry.</p> <p>Social and Emotional: Put energy and whole-hearted commitment into discussions and speech to get the most out of any situation.</p>
MUSIC LINKS	<p>Term 1 – Year 1: Pitch and tempo (Theme: Superheroes)</p> <p>Term 2 – Year 1: Classical music, dynamics and tempo (Theme: Animals)</p>	<p>Term 3 – Year 1: Vocal and body sounds (Theme: By the sea)</p> <p>Term 4 – Year 2: On this island: British songs and sounds</p>	<p>Term 5 – Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Term 6 – Year 2: Musical me</p>
ART/DT	<p>Art – Drawing</p> <p>DT strand: Food</p> <p>Project idea: Make a soup (Mary Seacole and Florence Nightingale fed others)</p>	<p>Art – textiles</p> <p>DT strand: mechanisms</p> <p>Project idea: story of storm and make a vehicle to transport the whale back to the house</p>	<p>Art – Printing</p> <p>DT strand: Structures</p> <p>Project idea: Make a bridge or a tunnel (Brunel)</p>
COMPUTING	T1 - Online safety T2- Media	T3 and T4 - Data Handling (link to Science)	T5 - Programming T6 - Impact of IT
JIGSAW / PSHE	<p>St. Mary's - T1- New Beginnings T2 - Good to be me</p> <p>St. Helen's - T1 - Me in my world T2 - Celebrating differences</p>	<p>St. Mary's - T3 - Getting on and falling out T4 - Relationships</p> <p>St. Helen's - T3 – Dreams and Goals T4 – Healthy Me</p>	<p>St. Mary's - T5 - Going for goals T6 - SRE</p> <p>St. Helen's - T5 - Relationships T6 - Changing me</p>
PE Links			Dance: Flash - Queen (space)
MFL Links			
MATHS Links			