



Cycle B: Autumn 1			Me and Where I live		
			2025-26		
Value: Thankfulness		Additional Focus: School safety and value-based rules Collective worship routine Harvest		Ignites: Trips, Visits & Visitors: Milton Keynes Museum, Holdenby House, Newton and Cowper Museum	
English					
Key Vocabulary		Key texts and Tier 2 vocabulary		Text Types	
<p>Year 1 – capital letters, full stops, exclamation marks, conjunction, plural,</p> <p>Year 2 - statements, punctuation, personal pronoun I, co-ordinating conjunctions, paragraphs</p> <p>Both – address, greeting, PS, adjectives, noun phrases, story map, beginning, middle, end</p>		<p>The Beach by Roland Harvey</p> <ul style="list-style-type: none"> • embarrassing • sunken • adventure • teasing • squirted • camouflaged • humongous • sloshing <p>On Sudden Hill by Linda Sarah and Benji Davies</p> <ul style="list-style-type: none"> • leaping • dwellers • peeks • hauled • amazing • incredible • sparkling • daring 		<ul style="list-style-type: none"> • Postcards • Description • Traditional Tales <p>Baseline in first 3 days</p>	

The Three Little Pigs by Maura Alperin

- chuckled
- squealed
- plodded
- peeped
- beady
- bellowed
- yelped
- scurried
- trembled
- clattered
- squealed
- howled

NC Links	Knowledge and Grammar	Skills
<p>Year 1 – Composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Year 1 – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 - question marks and conjunction ‘and’ • use the grammatical terminology in English Appendix 2 in discussing their writing. <p>Year 2 – Composition Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about those of others (fictional) • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by 	<p><i>Focus this half term on year 1 grammar objectives and extend year 2’s where appropriate</i></p> <p>Postcards – sequencing sentences and capital letters and full stops</p> <p>Description – exclamation marks and plurals and adding s or es</p> <p>Traditional Tales – capital letters for names and conjunction ‘and’</p>	<p>Recount of holidays (<i>first 3 days KB</i>) <i>Baseline</i></p> <p>Postcards (<i>weeks 1 and 2 DK</i>)</p> <p>Year 1</p> <ul style="list-style-type: none"> • Capital letters and full stops are sometimes use • Use adjectives that have been modelled • Use simple sentence structure • Awareness of finger spaces • Write lower case letters starting and finishing in the right place <p>Year 2</p> <ul style="list-style-type: none"> • Write sentences that are sequenced to form short narratives • Use capital letters and full stops for most sentences • Use adjectives to describe • Form lower case letters in the correct direction and starting and finishing in the correct place • Use spaces between words <p>Description (<i>weeks 3 and 4 KB</i>)</p> <p>Year 1</p> <ul style="list-style-type: none"> • Use adjectives to describe • Write sentences to create short narratives • Awareness and beginning to use exclamation marks • Use simple sentence structures • Use s and es to form regular plurals

sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 – Vocabulary, grammar and punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology

Year 2

- Use expanded noun phrases to describe and specify
- Appropriate language chosen and used mostly correctly
- Most sentences with capital letters and full stops
- Some use of exclamation marks
- Adding suffixes for plurals s and es

Traditional Tales (*weeks 5, 6 and 7 PB*)

Year 1

- Write sentences in order to create a short narrative
- Use adjectives to describe
- Begin to use capital letters for names
- Use the conjunction and

Year 2

- Writing follows a logical sequence
- Use some expanded noun phrases to describe
- Use capital letters for names and full stops
- Use co-ordinating conjunctions

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates 	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sounds which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	<ul style="list-style-type: none"> • To know and apply knowledge of set 1 /2 /3 phonemes and the corresponding graphemes including additional set 3 sounds e.g. ph, wh, and vowel digraphs and trigraphs in spelling words • Use spellings rules taught -e.g. adding a suffix where no change is needed to the root word. See NC English Appendix 1 : Spelling for rules • Compound words are 2 words joined together • Know the grapheme-phoneme correspondences that do and do not fit in with rules • Know and use the Year 2 spelling rules e.g. -le See Year 2 appendix for full list of rules • Contractions • Possessive apostrophe • Homophones and near-homophones 	<p>Year 1</p> <ul style="list-style-type: none"> • Division of words into syllables • Segmenting spoken words into phonemes and representing with the correct grapheme • Adding suffixes: s, es, ing, ed, er, no change to root word • Adding the prefix -un • Spelling many common exception words –see year 1 & 2 list • Spell and join 2 words to make compound words • Identify alternative spellings –e.g. grapheme-phoneme correspondences that do not fit in with what has been taught <p>Year 2</p> <ul style="list-style-type: none"> • Adding suffixes – est, ment, ness, ful, less, ly • Apply knowledge of spelling rules e.g. contractions, possessive apostrophe

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters ● Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> ● Know upper and lower case letters ● To know letter families within the ThinkWrite scheme (i.e. Harriet the Cow) ● To know when to use a capital letter 	<ul style="list-style-type: none"> ● Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word ● Is able to explain the term 'noun' and 'adjective' ● Form digits 0-9 ● Begin to use the pre-cursive and then cursive script as soon as ready

Maths		
<p><u>Termly Focus:</u></p> <p><u>Year 1</u> Number and Place Value End of Block Assessment on Place Value 1 week of Addition and Subtraction Autumn Block 2 (See Planning Autumn 2)</p> <p><u>Year 2</u> Number and Place Value End of Block Assessment on Place Value 1 week of Addition and Subtraction Autumn Block 2 (See Planning Autumn 2)</p>	<p><u>Key Vocabulary:</u></p> <p>Year 1</p> <ul style="list-style-type: none"> Numbers to 100; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third...last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most. Number bonds, part, whole; plus; fact family, addition sentence, number sentence; how many more; number line; commutative; addition, more, make, sum, total, add together, altogether; calculation; Inverse equals, is the same as (including equals sign); subtract, , subtraction, take away, minus; difference between, what is the difference? how many more?, how many less? how much more is? <p>Year 2</p> <ul style="list-style-type: none"> 2-digit; base 10; pattern; sequence; Numbers to one hundred Hundreds Partition, recombine Hundred more/less Bar model; operation, inverse operation; column; exchange; bridge; method; 	
NC Links	Knowledge	Skills
<p>Year 1</p> <p>Place Value and Number – National Curriculum Objectives</p> <p>Count</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number. Count number to 100 in numerals; count in multiples of twos, fives and tens. <p>Represent</p> <ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations Read and write numbers to 100 in numerals. Read and write numbers from 	<p>Place Value - Knowledge</p> <p>1NPV – 1 Count within 100, forwards and backwards starting with any number</p> <p>1NPV – 2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Place Value - Skills</p> <p>Steps 6 – Count on from any number Steps 8 – Count backwards within 10</p> <p>Step 11 – Fewer, more, same Step 12 – Less than, greater than, equal to Step 13 – Compare numbers Step 14 – Order objects and numbers Step 15 – The number line</p>

1 to 20 in numerals and words.

Use and Compare

- Give a number, identify one more and one less.

Year 2

Place Value and Number

Count

- Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.

Represent

- Read and write numbers to at least numbers to at least 100 in numerals and words
- Identify, represent and estimate numbers using different representations, including the number line

Use and compare

- Recognise the place value of each digit in a two digit number (tens and ones)
- Compare and order numbers from 0 and up to 100, use $<$, $>$ and $=$ signs.

Problems/Rounding

- Use place value and number facts to solve problems

Place Value – Knowledge

2NPV –1 Recognise the place value of each digit in two-digit numbers and compose and decompose two-digit numbers using standard and non-standard partitioning.

2NPV – 2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.

Place Value - Skills

Step 3 – Recognise tens and ones

Step 4 – Use place value chart

Step 5 – Partition numbers to 100

Step 7 – Flexibly partition number to 100

Step 8 – Write numbers in expanded form

Step 9 – 10s on the number line to 100

Step 10 – 10s and 1s on the number line to 100

Step 11 – Estimate numbers on the number line

Science		
<p>Termly focus: ‘Healthy Humans’ Humans: what do we know about the human body and how to keep it fit and healthy?</p> <p>Possible resources you may not have/ will need purchasing Spring bulbs for early link to autumn 2 (topic Seasonal change) e.g. daffodil, tulips, snowdrops for week 1 ; compost, pots, netting to protect from squirrels?</p> <p>Timers, For pitta pizza: vegetables/ pineapple, wholemeal pitta bread, low fat cheese for grating, tinned tomatoes and tomato puree, lean ham (+ any dietary alternatives required) Example toothbrushes/ toothpaste; visual aids for teaching food groups (e.g. food pyramid, plastic foods/ plates/ laminated foods); books about keeping healthy and the human body. Possibly cinnamon or biodegradable glitter and oil for handwashing hygiene investigation; soap PE equipment You may like: ESPO magnetic health foods board (code 153605 £25.60) and magnet book food groups (code 265500) for additional provision; ESPO Giant model teeth and toothbrush (code 61476: £23.10);</p>	<p>Key vocabulary:</p> <p>Animals, humans, adult, baby, child, offspring, parent, living things, alive, life processes</p> <p>Healthy, balanced, exercise, heart, lungs, food, food groups, carbohydrate, protein, vegetable, fruit, meat, fish, pulses, dairy, fats, oils, sugar, nutrition, nutrients, Eatwell plate</p> <p>Hygiene, hygienic germs, bacteria, soap, oil</p> <p>Teeth, plaque, gums, decay, toothbrush, toothpaste, dentist</p> <p>Muscles, strength, heart, lungs, exercise</p> <p>Prediction, questions, secondary sources</p>	
NC Links	Knowledge	Skills
<p>Y2 Animals and Humans Bullet point 3/3: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p><u>Week 1 Say what we know, and would like to know, about keeping healthy + Y2 plant assessment</u></p> <p>Year 1 (with support) LI: to say what I know about how humans keep healthy. Y2 LI: to say what I know about how humans keep healthy.</p> <p><u>Week 2 Sort food types into different groups using Eatwell plate</u></p> <p>Y1 LI: With support, begin to sort food into groups Y2 LI: To describe the importance of different types of food.</p> <p><u>Week 3 To begin to know what a healthy, balanced meal is. Re-design a popular so it can be a more healthy, balanced meal (cooking wholemeal</u></p>	<p><u>Week 1</u> Y1 WS :Ask a simple question to find the answer to. Y2 WS: Ask a question to find the answer to.</p> <p><u>Week 2</u> WS: Start to discuss what they found out WS: discuss what they have found out about food groups.</p> <p><u>Week 3</u> Skill: make a popular meal more healthy and balanced.</p>

	<p><u>pitta bread pizzas)</u></p> <p>Y1 With support LI: Describe the importance of eating the right amount of different types of food.</p> <p>Y2 LI: Describe the importance of eating the right amount of different types of food.</p> <p><u>Week 4 Y1 design a healthy, balanced cold packed lunch; Y2 design a healthy, balanced hot school lunch (dinner, pudding and drink)</u></p> <p>Y1 with support: LI: To use food group knowledge to create a healthy balanced meal.</p> <p>Y2 LI: To use food group knowledge to create a healthy balanced meal</p> <p><u>Week 5 Investigate different types of exercise on our bodies.</u></p> <p>Y1 With support LI: To test the effects of exercise on our bodies. Say why it is important for humans:.</p> <p>Y2 LI: To test the effects of exercise on our bodies Describe why it is important for humans.</p> <p><u>Week 6 Investigate the importance of 'effective' hand-washing; Understand importance of good hygiene</u></p> <p>Y1 with support: LI: to describe the importance of different types of hygiene to humans</p> <p>Y2 LI: to describe the importance of different types of hygiene to humans.</p>	<p><u>Week 4</u></p> <p>Y1 WS Start to ask and suggest answers to simple scientific questions</p> <p>Y2 WS Ask and raise their own scientific questions. Use secondary sources to suggest answers</p> <p><u>Week 5</u></p> <p>Y1 WS: Perform simple tests with support. Start to observe closely. Start to discuss what they have found out.</p> <p>Y2 WS: Perform simple tests. Observe closely. Discuss what they have found out.</p> <p><u>Week 6</u></p> <p>Y1 WS: Perform simple tests with support. Start to observe closely.</p> <p>Y2 . WS: Perform simple tests. Observe closely.</p>
--	---	---

History

Termly Focus: Me and where I live

Link each village location in the Federation with the focus on:

Key question: What was life like in X before electricity?

Resources:

It might be useful to source photos of your village location throughout the past particularly the 'high street' or main street of your location to compare change (shops, pubs, building style)_

Also useful to acquire photos of school building or earlier school if it has been relocated in the village.

Toys and past times- physical resources. Boxes are available to borrow from MK museum. If your village has a local historical society get in touch for photos etc and possibly to invite a local history expert into the classroom.

Possible trips:

Milton Keynes museum

4 sessions available- Food and farming, **Childhood now and then, Victorian homes, Victorian gardens.** Bold suggested sessions to choose from which link well to the topic.

Newton and Cowper museum

Holdenby House

Key Vocabulary:

Yr 1:

Long ago, Time order, Timeline, Date, Old, New, When I was little, Earlier, Later, Present, Past, Future, Artefact, Object, Photograph, Picture, Explain, Who? What? When? Why? Because, Explain, Change, Similar, Different

Yr 2:

Year, before I was born, past, present, future, sequence, time order, because, events, dates, timeline, why? Who? What? When? Where? Because, Artefacts, Objects, Photographs, Pictures, Research, Compare, Explain

Alexander Graham Bell

Thomas Edison

William Cowper

John Newton

Notes:

Life before electricity to set the context of daily life during the Georgian period (linked to Cowper museum).

1st local area/ village study (walk around location- look for clues e.g. street names, plaques etc, study photos/maps/plans of local buildings from Georgian era within the village, compare to now and notice change beyond living memory e.g. of the high street, school building).

Facilitate a local; history investigation involving the community, local historical societies, grandparents etc for oral history

Link to the idea of no electric streetlights- technology- hobbies, toys and past times before tv/digital devices, link to Milton Keynes museum sessions 'Childhood now and then' and/or 'Victorian homes'

Introduce the idea of letter writing as a form of communication during Georgian period (Cowper's letter writing).

Link to the first telephone invented in by Alexander Graham Bell in 1876. Contrast to forms of communication used today: email, text etc

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● Pupils should be taught about ‘significant historical events, people and places in their own locality’ ● Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. ● They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ● They should use a wide vocabulary of everyday historical terms. ● They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ● They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. ● Know the lives of significant individuals in the past who have contributed to national and international achievements (Alexander Graham Bell, William Cowper and John Newton) 	<p>NB: Georgian period (1741- 1830) Victorians (1837-1901)</p> <ul style="list-style-type: none"> ● To know what life before electricity was like in X ● To know when the Georgian period was (linked to Cowper museum, set context). ● To know the changes the high street, school building have undergone ● To know what past times, hobbies, toys etc were available before electricity. ● To know that Alexander Graham Bell invented the telephone and how this changed communication ● To know that Thomas Edison invented the lightbulb and how this altered the high street ● To know of local significant historical people William Cowper and John Newton and what part they play 	<ul style="list-style-type: none"> ● To be able to look for historical clues in the local area (plaques, buildings, street names etc) ● To study photos/maps/plans for information about the past and how life has changed beyond living memory ● To use history sources to make comparisons of now and then ● To involve the community, local historical societies, grandparents etc for oral history

Music		
<u>Termly Focus:</u> Me and Where I live Singing, Pulse and Tempo		<u>Key Vocabulary:</u> Rhythm, pulse, beat, ostinato,
NC Links	Knowledge	Skills
Pupils should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned percussion instruments musically. • Listen with concentration and understanding to a high range of high quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music 	Listening AMAZING GRACE – Local area/Olney link Vocal solo, ensemble, instrumental versions- Link John Newton https://www.youtube.com/watch?v=OWxgD9IqxJ8 https://www.youtube.com/watch?v=HsCp5LG_zNE https://www.youtube.com/watch?v=JfYVaLDgHWU https://www.youtube.com/watch?v=ZoJz2SANTyo https://www.youtube.com/watch?v=5qjCEiOPB4M https://www.youtube.com/watch?v=Obp-9BEZe1c	Year 1 To be able to sing along with a variety of songs To perform simple rhythmic patterns, beginning to show an awareness of pulse Year 2 Use voices expressively and creatively. Singing with a sense of the pulse and shape of the melody. To have good control of their own voice.
	Singing It's Good to be Me Thank you for a million brilliant things If Your Happy and you know it/If you clap Amazing Grace – John Newton	
	Composing Good to be Me – Create a class ostinato The Little Red Hen – Create sound effects.	

Musicianship

Musical Instructions

Joe Button Factory

Don't clap this one back

Rhythm and Beat

https://www.youtube.com/watch?v=HsZzcDjf_js

Computing

Termly Focus:

Purple Mash Computing Scheme: Mixed Age Planning Information.
Year 1 / 2 (Cycle B) Refreshed Computing Scheme.

Introduction to Purple Mash (3 lessons)

This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas.

Route Explorers (4 lessons)

This unit allows children to code using the tool, 2Go. Children learn to build simple algorithms to move a screen turtle along routes. They consider direction and distances and create commands.

Key Vocabulary:

Login, logout, password, avatar, menu, burger menu, icon, Homepage, alert, folder, file name, scrolling, scrollbar.
Direction, command, instruction, route, algorithm, coding, computer bug, debugging

NC Links	Knowledge	Skills
<p>English National Curriculum Objectives (Key Stage 1)</p> <ul style="list-style-type: none"> Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions. <p>Strand: Computer science. Units: Coding and Route Explorers</p> <ul style="list-style-type: none"> Create and debug simple programs <p>Strand: Computer science. Units: Coding</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs. <p>Strand: Computer science. Units: Coding</p>	<p>Introduction to Purple Mash (Year 1)</p> <ul style="list-style-type: none"> To login to Purple Mash. To know how to start, save and complete 2Dos. To open a program from the Tools area. To save work. To find work in the Work area. 	<p>Lesson 1</p> <ul style="list-style-type: none"> I can login to Purple Mash. I can create an avatar image of myself on Purple Mash Avatar. <p>Lesson 2</p> <ul style="list-style-type: none"> I can open 2Dos. I can save 2Dos. I can hand in 2Dos <p>Lesson 3</p> <ul style="list-style-type: none"> I can open a Paint Project from the Tools area. I can save and find my work in the My Work area.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Strand: Information Technology
Units: Introduction to PM, Creative Computing, Data Explorers, Animated Stories, Making Beats.
- Recognise common uses of information technology beyond school.
Strand: Digital Literacy.
Unit: Technology Around Us
- Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- **Strand: Digital Literacy**
Units: Use of 2Be Safe Scheme, All Units

Route Explorers (Year 2)

- To use the direction keys in 2Go to move the turtle along a route.
- To use units of distance along with the direction keys in 2Go to move along a route.
- To write instructions to complete more than one step of a route at once.
- To build up instructions for a longer route.

Lesson 1

- I can use the direction keys in 2Go to move forwards, backwards, left and right.
- I can combine the use of the keys to make a character move along a chosen route.

Lesson 2

- I can work out how far a character needs to move in 2Go.
- I can combine the use of the direction keys and distances to make a character move along a chosen route.

Lesson 3

- I can think about more than one step at a time when I am planning a route in 2Go.
- I understand that this is how the algorithm for the route is designed.
- I can use my ideas to write the code to move a character more than one step at a time along a route.

Lesson 4

- I can create longer programs by testing a few steps at a time and editing my code.
- I can debug my code and fix errors.

Religious Education

Half- Termly Focus:

What are religions and worldviews and how do we find out about them? 4 lessons

What is important to people with non-religious world views?

Key Vocabulary:

Individual worldview
 Communal worldview
 Organised worldview
 Curiosity
 Listening
 Empathy
 Humility
 Theology- Thinking About Beliefs
 Philosophy- Thinking About Ideas
 Human & Social Scientists- Thinking About Living
 Christianity, Buddhism, Islam, Hinduism, Judaism, Sikhism, Humanist
 Religious, non-religious

What are religions and worldviews and how do we find out about them?

This is a core unit to be delivered at the beginning of the academic year.

What is important to people with non-religious world views?

All humans are equal because all are made the same way – same physical bodies etc.

Being kind to others makes the individual and the others happy. Using common sense and kindness are the most important values.

Happy human symbol, secular symbols that communicate meaning, Golden Rule, and different ways that it is expressed, by religious as well as non-religious people.

<p>NC Links/ MK Locally Agreed Syllabus for RE 2025-2030</p>	<p>Knowledge</p>	<p>Skills</p>
<p>An education in religion and worldviews should:</p> <ul style="list-style-type: none"> introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human Milton Keynes Locally Agreed Syllabus for RE 2025-2030 stimulate pupils’ curiosity about, and 	<p><u>Believing (Theology)</u> Core Knowledge: Christians, Jews, and Hindus are taught that there is one God. Pupils know that different beliefs about God exist. Some of these ideas come from different texts according to which religion or worldview is referenced. Ideas are sometimes communicated in stories and symbols. There are many people who do not believe there is a God. They are often called non-religious.</p>	<p>Disciplinary Skills Pupils can read simple stories and annotate or interpret them to explain the meaning. Pupils can make simple links between texts and different examples of practice and ritual. Pupils can offer simple interpretations of symbols and work of art.</p>

<p>interest in, this diversity of worldviews, both religious and non-religious</p> <ul style="list-style-type: none"> • expand upon how religions and worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities, and society • develop pupils' awareness that learning about religions and worldviews involves interpreting the significance and meaning of information they study • develop pupils' appreciation of the complexity of religions and worldviews, and sensitivity to the problems of religious language and experience • induct pupils into the processes and scholarly methods by which we can study religion, religious and non-religious worldviews • enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding • give pupils opportunities to explore the relationship between religious worldviews and literature, culture, and the arts 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that sacred texts are sources of authority and beliefs for some people. • They know that the same texts are read in different ways by people. (interpretation). • Pupils know that symbols, stories, and art can express theological and spiritual meanings. <p><u>Living (Human and social science)</u></p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • People gather in communities to worship and celebrate shared beliefs and values. Actions and rituals often express beliefs. Some actions and rituals are cultural There are some common features shared between religions and worldviews, but there are also many <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Pupils know that similar beliefs may be lived out in different ways. • Asking questions is a way to find out what people believe and think. • Observing religious practice in a place of worship can help people to understand what is important to people. <p><u>Thinking (Philosophy):</u></p> <ul style="list-style-type: none"> • Experiences, thinking and reading texts often help people decide what to believe. Ideas about right and wrong often come from sacred texts. Spiritual practices such as prayer and worship influence peoples' thoughts, ideas, and values. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • People give different reasons for what is important to them. 	<ul style="list-style-type: none"> • Pupils can develop simple, short surveys (2-3 questions) to help them find out and understand. • Pupils can observe and draw conclusions from what they observe. • Pupils can summarise and compare data an information and draw simple conclusions <ul style="list-style-type: none"> • Pupils are beginning to ask important questions about life and share their own possible answers. • Pupils are beginning to be able to justify their opinions and beliefs, using simple reasons. • Pupils can engage in simple debates. • Pupils can use statements for expressing their ideas and give reasons.
--	---	---

- include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the rich and complex heritage of humanity
- provide opportunities for pupils to reflect on the relationship between their personal beliefs and worldviews and the content studied, equipping them to develop their own

- Ideas about right and wrong often come from ancient texts or people from the past.

PSHER

Termly Focus:

Families and friendships –making friends, feeling lonely and getting help

Zones of regulation/class/school rules etc

NSPCC PANTS- for all children at start of term

Possible texts to support

Be Kind NSPCC

The Lion Inside by Rachel Bright

How to Mend a Friend

Anyone can be my friend by Marve Willow

Perfectly Norman by Tom Percival

Ruby’s Worry by Tom Percival

The Paper Dolls by Julia Donaldson

The Koala who Could by Rachel Bright and Jim Field

The Squirrels who Squabbled by Rachel Bright and Tom Field

The Lion Inside by Rachel Bright and Tom Field

Key Vocabulary:

Kindness, honesty, listen, friend, caring, relationships, special, respect, resolve, argument, positive, hurt, hurtful, secret, pressure, behaviour, appropriate, differences, similarities, cooperatively, acceptable, unacceptable,

NC Links/Topic

Pof S refs

R6-to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7-to offer constructive support and feedback to others.

R8-to identify and respect the differences and similarities between people

R9-to identify their special people (family, friends, carers, what makes them special and how special people should care for one another.

R24-how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Knowledge

- know how to be a good friend
- know about different ways people meet and make friends
- strategies for positive play with friends e.g. joining in, including others etc
- know about what causes arguments between friends
- know how to positively resolve arguments between friends
- know how to positively resolve arguments between friends
- know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

Skills

- Children are able to express own opinion in appropriate manner and listen to others.
- Children are beginning to resolve conflicts on own and are able to seek adult support when needed.
- With support children can talk about own feelings and have growing empathy towards others.
- Children recognise and trust their own instincts when things are ‘not right’ and know where to go for support.

Art		
NC Links	Knowledge	Skills
<p>Termly Focus: Me and Where I live Buildings and structures in the local area- Milton Keynes, key buildings, drawings, paintings and posters of local landmarks. Introduce and develop sketchbook use</p>		<p>Key Vocabulary : Observe, sketch, draw, look, lines, detail, paint, poster, building, landmark, shapes</p>
<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Milton Keynes Museum (Visit?)- Poster project. Ch to look at examples of London transport museums posters and relate to their local city. Research key buildings, structures and landmarks.</p> <p>Children to study pictures showing key attractions in MK and look at drawing and paint techniques to recreate their own posters.</p> <p>David Hockney- Landscapes and journeys Paul Klee – Castle and Sun – Use geometric shapes to create a building. Kandinsky – look at use of repeated shapes in buildings. Mondrian – Lines and geometric shapes George Birrell – (Scottish artist) printing houses London Transport Museum Poster collection: How to Make a Poster London Transport Museum (ltmuseum.co.uk)</p>	<p>To develop ideas Y1- Respond to ideas and starting points Y2 Explore ideas and collect visual information.</p> <p>To master techniques</p> <p>Painting Y1/Y2 Use thick and thin brushes. Add white to colours to make tints and black to colours to make tones.</p> <p>Drawing Y1 Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Y2 Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils</p> <p>To take inspiration from the greats (classic and modern) Y1 and Y2 - Describe the work of notable artists, artisans and designers.</p>