

<p>Article 17: Every child has the right to reliable information.</p> <p><i>As Historians we will learn About...</i></p> <p><i>The Great Fire of London</i></p> <p><i>The Diary of Samuel Pepys</i></p> <p>Ask questions about what it was like in the past.</p>	<p>Article 29: education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.</p> <p><i>As Scientists we will learn about...</i></p> <p><i>Seasons</i></p> <p><i>Yr 1 Animals including Humans</i></p> <p><i>Yr 2 Living Things, Animals and their Habitats</i> (Both with a focus on British Wildlife)</p>	<p><i>Article 1:</i> Everyone under the age of 18 has rights (Children should learn that all children everywhere have the same rights).</p> <p><i>Article 7:</i> Every child has the right to a nationality.</p> <p><i>Article 29:</i> education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.</p> <p><i>As Geographers we will learn to...</i></p> <p><i>Human Geography</i></p> <p><i>Compare our town to a major city - London.</i></p> <p><i>Use maps and discuss key human features - landmarks, city, town, village, factory, farm, house, office and shop.</i></p>				
<p>French N/A</p>	<p><b>KSI 'London's Burning'</b></p> <table border="1" data-bbox="810 1150 2154 1381"> <tr> <td data-bbox="810 1150 1258 1381"> <p><i>Super Start</i></p> <p><i>Who was Samuel Pepys? - Hot Seating.</i></p> </td> <td data-bbox="1258 1150 1706 1381"> <p><i>Local Link</i></p> <p><i>Science - British Wildlife and their habitats around school.</i></p> <p><i>Local Tudor Buildings</i></p> </td> <td data-bbox="1706 1150 2154 1381"> <p><i>Fab Finish</i></p> <p><i>Build our own model of London in Tudor times.</i></p> </td> </tr> </table>		<p><i>Super Start</i></p> <p><i>Who was Samuel Pepys? - Hot Seating.</i></p>	<p><i>Local Link</i></p> <p><i>Science - British Wildlife and their habitats around school.</i></p> <p><i>Local Tudor Buildings</i></p>	<p><i>Fab Finish</i></p> <p><i>Build our own model of London in Tudor times.</i></p>	<p>Article 17: Governments must help protect children from materials that could harm them (E Safety)</p> <p>Article 16: Every child has the right to privacy. The law should protect the child's private life.</p> <p>Article 36: Governments must protect children from all forms of bad treatment.</p> <p><i>As Computists we will learn to...</i></p> <p><i>Be safe online, Collect data</i></p> <p><i>Create digital content and communicate.</i></p>
<p><i>Super Start</i></p> <p><i>Who was Samuel Pepys? - Hot Seating.</i></p>	<p><i>Local Link</i></p> <p><i>Science - British Wildlife and their habitats around school.</i></p> <p><i>Local Tudor Buildings</i></p>	<p><i>Fab Finish</i></p> <p><i>Build our own model of London in Tudor times.</i></p>				
<p>Article 29: Education must develop every child's personality, talents and abilities to the full.</p> <p><i>As Artists we will learn...</i></p> <p><i>Create a collage of a local Tudor building using a variety of materials to create an effect.</i></p> <p><i>Painting - colour mixing</i></p>	<p><i>As Mathematicians we will learn about...</i></p> <p><i>Place value, number, addition, subtraction, multiplication, division, fractions, measure, geometry and statistics.</i></p> <p><i>In key stage 1 we will develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations, including with practical resources.</i></p> <p><i>We will develop the ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. We will also use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.</i></p>		<p>Article 6: every child has the right to life. Governments must do all they can to make sure children survive.</p> <p>Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children.</p> <p>Article 24: every child has the right to good health.</p> <p><i>As Athletes we will learn...</i></p> <p><i>Yr 1 Gym &amp; Ball control - throwing, catching, dribbling</i></p> <p><i>Yr 2 Multi Skills, Games and Tudor Dance</i></p>			

Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.  
Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this

*As Designers we will learn to...*

*Build Structures modelled on the design of Tudor Houses in Shrewsbury*

*Moving Pictures to show the spread of fire during The Great fire of London.*

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child's religion, culture and language.

Article 30; Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.

*For spiritual and moral development, we will learn about...*

*Easter Story*

*Year 1 Easter and Surprises*

*Year 2 Nature and God*

*As members of the community we will learn about...*

*The environment through the discussion of Global Goals*

*Living in the wider world*

*Yr 1 Aiming High & Money Matters*

*Yr 2 One World & Think Positive*

*As Musicians we will learn...*

*Exploring Pitch*

*Exploring Instruments and Symbols*

*Singing Festival*

*Charanga*

*Yr 1 'In the Groove'*

*Yr 2 'I wanna play in a Band'*

Title	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories with imaginary settings.</li> <li>• Write stories and plays that use the language of fairy tales and traditional tales.</li> <li>• Write stories that mimic significant authors.</li> <li>• Write narrative diaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>
Non-fiction	<ul style="list-style-type: none"> <li>• Write labels.</li> <li>• Write lists.</li> <li>• Write captions.</li> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write glossaries.</li> <li>• Present information.</li> <li>• Write non-chronological reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Write poems that use pattern, rhyme and description.</li> <li>• Write nonsense and humorous poems and limericks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> <li>• Write cinquain.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>
Note:	<p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• real events</li> <li>• poetry</li> <li>• different purposes.</li> </ul>	<p>Only the following are statutory at KS2:</p> <ul style="list-style-type: none"> <li>• narratives</li> <li>• non-fiction</li> <li>• poetry</li> <li>• different purposes.</li> </ul>