





































	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Year 1	<p><b>Funny bones</b></p> <p><b>Structures</b></p> <p>Playground equipment, Joining and choosing materials – Moving skeleton</p>	<p><b>Boughton Leigh the place to be</b></p> <p><b>Mechanisms</b></p> <p>Pop up slider on Christmas card</p>	<p><b>Wonderful weather</b></p> <p><b>Food</b></p> <p>Food making a fruit salad, looking at healthy food choices and where food comes from.</p>	<p><b>Houses and homes</b></p> <p><b>Textiles</b></p> <p>Materials using a template 3D houses begin to measure to construct.</p>	<p><b>Water, Water everywhere!</b></p> <p><b>Mechanisms</b></p> <p>Design and make canal lock with lever. Measuring materials and evaluating what worked well.</p>	<p><b>Town and country Mouse</b></p> <p><b>Mechanisms wheels and axles</b></p> <p>Design a cart/trailer with axle and wheels.</p>
Year 2	<p><b>Land Ahoy!</b></p> <p><b>Structures</b></p> <p>Stable and strong structures to make an island bridge. Links with STEM and Engineers Isambard Brunel and Emily Roebing.</p>	<p><b>Pride of place</b></p> <p><b>Textiles</b></p> <p>Focus on joining technique of sewing – Christmas decoration</p>	<p><b>Where in the world is Mrs Armitage?</b></p> <p><b>Mechanisms</b></p> <p>Design, make and evaluate a vehicle for Mrs Armitage looking at fixed and moving axles.  Measuring components such as chassis and axles to fit,  Use of standard units of measure, cm, where possible.</p>	<p><b>The ugly bug ball</b></p> <p><b>Food</b></p> <p>Planning of healthy food item, understanding nutritional value and then cooking.</p>	<p><b>The ugly bug ball</b></p> <p><b>Food</b></p> <p>Planning of healthy food item, understanding nutritional value and then cooking.</p>	<p><b>Oh!, I do like to be beside the seaside!</b></p> <p><b>Mechanisms</b></p> <p>Construction of 3D lighthouse and winding mechanism. Measurement of the lighthouse and winding mechanism frame and structure will be necessary to construct the correct height for movement from ground to window height. Use of standard units of measure, where possible.</p>







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Year 1	<p><b>Funnybones</b></p> <p><b>Drawing</b></p> <p>Based on work of illustrator.</p> <p>Drawing of playground equipment, people and skeletons</p>	<p>Boughton Leigh the place to be</p> <p><b>Collage</b></p> <p>Trees – seasonal changes</p>	<p>Wonderful weather</p> <p><b>Printing</b></p> <p>African prints. Recreate repeating patterns.</p>	<p>Houses and homes</p> <p><b>ICT</b></p> <p>Lowry looking at style of art and giving opinions. Using pencil pastel to draw. Using ICT to create a picture of houses.</p>	<p>Water, Water everywhere!</p> <p><b>Painting</b></p> <p>Canal art looking at local artist and creating repeating patterns Painting looking at flowers</p>	<p>Town and country</p> <p>Mouse</p> <p><b>Sculpture</b></p> <p>Modelling a clay mouse</p> <p>Using ICT to create a picture.</p>
Year 2	<p><b>Land Ahoy!</b></p> <p><b>Drawing/Painting</b></p> <p>Island flowers. Painting-tint and tone to change colours. Drawing skills - shade and tone, use of colour.</p>	<p>Pride of place</p> <p><b>Collage</b></p> <p>Fire art – Collage techniques.</p> <p><b>Printing</b></p> <p>Screen printing – Samuel Pepys face.</p>	<p>Where in the world is Mrs Armitage?</p> <p><b>Printing/painting/collage</b></p> <p>Kandinsky, looking at the style of an artist. Painting techniques such as printing. First response to art, art evaluation.</p>	<p>The ugly bug ball</p> <p><b>Sculpture</b></p> <p>3D sculpture of a mini beast.</p> <p>After construction, painting, adding of collage, detail to add feature.</p>	<p>Oh! I do like to be beside the seaside</p> <p><b>ICT/ Sculpture</b></p> <p>3D art – use sculpture skills to construct lighthouse. Look at an artist work of lighthouses and use paint programme to represent.</p>	







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Year 1	<p><b>Funnybones</b></p> <p>Plan of playground. Map route of the skeletons journey using directional language.</p>	<p><b>Boughton Leigh the place to be</b></p> <p>Plan of school. Map home to school –Key aerial photos/ maps. Address, human physical features places of interest in Rugby. Use of locational language</p>	<p><b>Wonderful weather</b></p> <p>Hot and cold climates Antarctica, Africa. Locate seven continents, equator, and climate zones. Weather chart, seasonal changes and clothing. Extreme weather and dangers.</p>	<p><b>Houses and homes</b></p> <p>Field work - Map of local area showing types of houses.</p>	<p><b>Water, Water everywhere!</b></p> <p>Locate canal on aerial photo, Physical and human features of locality.</p>	<p><b>Town and country Mouse</b></p> <p>Map of UK Main towns Human and physical features of Rugby and countryside, using basic geographical vocabulary.</p>
Year 2	<p><b>Land Ahoy!</b></p> <p>Maps – continents/ countries of the UK/location of islands surrounding UK, UK’s surrounding seas. Features of an island, using geographical language. Comparison of the Orkney Islands and Cook Islands – looking at food grown, physical/ human and key features. Create a 3D island and label key features using geographical vocabulary .</p>	<p><b>Pride of place</b></p> <p>Maps – UK Capital cities Research and key information about capital cities.</p>	<p><b>Where in the world is Mrs Armitage?</b> Maps – continents, oceans, identify and locate the North Pole/South Pole and the Equator – use of secondary sources to find facts. Identify and locate oceans –use of secondary sources to find facts e.g. largest, smallest. Comparing England and China, looking at key human and physical features. Looking at a small part of the UK (Rugby) and comparing a small part of a non European country (Tianjin) Looking at key human and physical features.</p>	<p><b>The ugly bug ball</b></p> <p>Field work in the local environment. Create a map linked to school environment and habitat for mini beasts. Use and construct basic symbols in a key.</p>	<p><b>Oh! I do like to be beside the seaside!</b></p> <p>Maps – seaside towns, UK’s surrounding seas. Physical and human features of seaside towns, using basic geographical vocabulary.</p>	







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Year 1	<p><b>Funnybones</b></p> <p>Changes from baby to now, timeline, Date of birth, ordering events in their life.</p> <p>Mary Seacole</p>	<p><b>Boughton Leigh the place to be</b></p> <p>Comparing schools past and present.</p>	<p><b>Wonderful weather</b></p> <p>Significant individuals and their role in history– Scott of the Antarctic compared to Felicity Aston</p>	<p><b>Houses and homes</b></p> <p>How homes were lit in the past. Recognising artefacts oil lamp, candle and gas lamps.</p>	<p><b>Water, Water everywhere!</b></p> <p>Water in our homes past and present. Washing machines dolly tubs.</p> <p>Significant individuals - John Snow</p>	<p><b>Town and country Mouse</b></p> <p>Rugby School –William Webb Ellis</p>
Year 2	<p><b>Land Ahoy!</b></p> <p>Significant individuals and their role in history – Captain James Cook.</p> <p>Classroom timeline of key moments in history.</p>	<p><b>Pride of place</b></p> <p>Rugby in the past compared to now, changes within living memory.</p> <p>Recount a significant historical event – The Gunpowder Plot.</p>	<p><b>Where in the world is Mrs Armitage?</b></p> <p>Significant individual and their role in history – Henry Ford... Time line of his life, research of significant dates.</p>	<p><b>The ugly bug ball</b></p> <p>History of discoveries – timeline of when types of mini beasts were first discovered.</p> <p>Scientist of the term – David Attenborough, the history of his life showing significant moments and events.</p>		<p><b>Oh!, I do like to be beside the seaside!</b></p> <p>Seaside past and present comparisons.</p>







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Year 1	<p><b>Funnybones</b></p> <p>Control programmable toy by inputting a sequence of instructions</p> <p>Develop and record sequences of instructions as an algorithm</p> <p>Program the toy to follow their algorithm</p> <p>Debug their programs</p> <p>Predict how their programs will work.</p>	<p><b>Boughton Leigh the place to be</b></p> <p>Develop basic keyboard skills</p> <p>Develop basic mouse skills</p> <p>Use the web to find and select images</p> <p>Develop skills in storing and retrieving files</p> <p>Develop skills in combining text and images.</p> <p>Discuss and evaluate work</p>	<p><b>Wonderful Weather</b></p> <p>Use the web safely to find ideas for an illustration</p> <p>Select and use appropriate painting tools to create and change images</p> <p>Understand how use of ICT may differ from physical representation</p> <p>Create an illustration for a particular purpose .</p> <p>Know how to save, retrieve and change their work. Reflect and evaluate</p>	<p><b>Houses and homes</b></p> <p>Find and use pictures on the web .</p> <p>Know what to do if they encounter pictures that cause concern .</p> <p>Group images on the basis of a binary (yes/no) question.</p> <p>Organise and sort images according to some criteria.</p> <p>Ask and answer binary (yes/no) questions.</p>	<p><b>Water, Water everywhere!</b></p> <p>Use sound recording equipment to record sounds .</p> <p>Develop skills in saving and storing sounds on the computer .</p> <p>Develop collaboration skills as they work together in a group.</p> <p>Talk about and reflect on their use of ICT.</p>	<p><b>Town and country Mouse</b></p> <p>Break down a process into simple, clear steps, as in an algorithm.</p> <p>Use different features of a video camera and capture moving images .</p> <p>Develop collaboration skills</p> <p>Discuss their work and think about how it could be improved.</p>
Year 2	<p><b>Land Ahoy!</b></p> <p>Develop collaboration skills</p> <p>Develop research skills using the internet</p> <p>Improve note-taking skills—mind mapping</p> <p>Develop presentation skills through creating and delivering a short multimedia presentation .</p>	<p><b>Pride of place</b></p> <p>Consider the technical and artistic merits of photographs</p> <p>Review and reject or rate the images they take</p> <p>Edit and enhance their photographs</p>	<p><b>Where in the world is Mrs Armatige ?</b></p> <p>Begin to use emails effectively</p> <p>Develop skills in editing and formatting text in emails and be aware of online safety issues when using email .</p>	<p><b>The ugly bug ball</b></p> <p>Describe carefully what happens in computer games</p> <p>Use logical reasoning to make predictions of what a program will do and test ideas</p> <p>Think critically about computer games safety and their use</p>	<p><b>The ugly bug ball</b></p> <p>Sort and classify a group of items</p> <p>Collect data using tick charts or tally charts</p> <p>Use simple charting software to produce pictograms and other basic charts</p> <p>Take, edit and enhance photographs</p> <p>Record information on a digital map.</p>	<p><b>Oh!, I do like to be beside the seaside!</b></p> <p>Have a clear understanding of algorithms as sequences of instructions</p> <p>Convert simple algorithms to programs</p> <p>Predict what a simple program will do</p> <p>Spot and fix (debug) errors in their programs</p>

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Year 1	<p>Hey You <b>Old School Hip-Hop</b></p> <p>How pulse, rhythm and pitch work together. Choose an animal and find the pulse. Listen to the rhythm and clap back. Copy back the pitch. Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Rhythm In The Way We Walk and The Banana Rap <b>Reggae</b></p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Copy back the rhythm and clap back short rhythmic phrases based on words.</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>	<p>In the Groove <b>Blues, Baroque, Latin, Bhangra, Folk, Funk</b></p> <p>How to be in the groove with different styles of music.</p> <p>Create Rhythms for others to copy.</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>	<p>Round and Round <b>Bossa Nova</b></p> <p>Pulse, rhythm and pitch in different styles of music.</p> <p>Listen and sing back copying ‘La’ whilst marching to a steady beat.</p> <p>Take it in turns to improvise using C or C and D.</p>	<p>Your Imagination <b>Pop</b></p> <p>Using your imagination.</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p>	<p>Reflect, Rewind &amp; Replay <b>Classical</b></p> <p>The history of music, look back and consolidate learning, learn some of the language of music.</p> <p>Perform a song using imagination they have learnt through the scheme.</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p>
Year 2	<p>Hands, Feet, Heart <b>Afropop, South African music</b></p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Ho, Ho, Ho <b>A song with rapping and improvising for Christmas</b></p> <p>Festivals and Christmas</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>	<p>I Wanna Play in a Band <b>Rock</b></p> <p>Playing together in a band</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p>	<p>Zoot time <b>Reggae</b></p> <p>Reggae and animals</p> <p>Improvise!</p> <p>Take it in turns to improvise using F or F and G</p>	<p>Friendship Song <b>Pop</b></p> <p>A song about being friends</p> <p>Sing, Play and Improvise using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>	<p>Reflect, Rewind &amp; Replay <b>Classical</b></p> <p>The history of music, look back and consolidate learning, learn some of the language of music.</p> <p>Improvise and take it in turns to improvise using C or C and D.</p>

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Year 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the learning charter</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/ safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
Year 2	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> <li>Relationships</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing or transition</li> </ul>

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Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Year 1	<p>The Birthday Bike Surprise <b>Co-ordination</b> floor movement patterns side-step, gallop, hop, skip Pirate Pranks <b>Static balance</b> One leg standing Mini-squats</p>	<p>Journey to the Blue Planet <b>Dynamic balance to agility</b> Jump two feet to two feet, jump 1/4 turn Monkey Business <b>Static balance</b> Seated position balance and Pick up cone from side</p>	<p>Tilly the Train’s Big Day <b>Dynamic balance</b> Walk forwards and backwards Knees up to 90° walk Thembi walks the Tightrope <b>Static balance</b> Small base Balance on a line Stand on low beam</p>	<p>Clowning Around <b>Co-ordination</b> Ball skills, rolling ball around body while seated Wendy’s Water-Ski Challenge <b>Counter balance</b> In pairs, seated rock Standing lean backwards</p>	<p>John and Jasmine learn to juggle <b>Co-ordination with equipment</b> Roll a large ball and collect rebound Ringo to the Rescue <b>Agility</b> Reaction/response -Catch a large ball</p>	<p>Sammy Squirrel and his Rolling Nuts <b>Agility</b> Collect a rolling ball, facing opposite direction Caspar the Very Clever Cat <b>Static Balance</b> Floor work Mini-front support on knees</p>
Year 2	<p>The Birthday Bike Surprise <b>Co-ordination</b> floor movement patterns hop-scotch, skip Pirate Pranks <b>Static balance</b> One leg standing Mini-squat Squat 90°</p>	<p>Journey to the Blue Planet <b>Dynamic balance to agility</b> Jump two feet to two feet, jump 1/4 turn, tuck jump Monkey Business <b>Static balance</b> Seated position Pick up cone from side Dish shape hold</p>	<p>Tilly the Train’s Big Day <b>Dynamic balance</b> Knees up to 90° walk Heels up walk Thembi walks the Tightrope <b>Static balance</b> Stand on low beam Balance with knee raise</p>	<p>Clowning Around <b>Co-ordination</b> Ball skills, rolling ball around body, move ball around leg and waist Wendy’s Water-Ski Challenge <b>Counter balance</b> In pairs, standing lean back- wards, two hands and one hand</p>	<p>John and Jasmine learn to juggle <b>Co-ordination with equipment</b> Throw a small ball and collect rebound Kick ball to partner Ringo to the Rescue <b>Agility</b> Reaction/response Catch a small ball Catch with balance on one leg</p>	<p>Sammy Squirrel and his Rolling Nuts <b>Agility</b> From seated, collect a bouncing ball facing opposite direction Chase ball through legs and collect Caspar the Very Clever Cat <b>Static Balance</b> Floor work, mini-front and mini back support transfer cone. Full front support.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Year 1	<p><b>Funnybones</b> Identify, name and label basic parts of the human body and say which body part is associated with each sense.</p>	<p><b>Boughton Leigh the place to be</b> Identify and describe the basic structure of a flower and tree. Identify and name a variety of common wild and garden plants. Identify the differences between Deciduous and Evergreen trees.</p>	<p><b>Wonderful weather</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Houses and homes</b> Distinguish between an object and the material from which it is made. Identify, name and describe the simple properties of a variety of everyday materials, Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p><b>Water, Water everywhere!</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name carnivores, herbivores and omnivores.</p>	<p><b>Town and country Mouse</b> Describe and compare the structure of a variety of common animals. Fish, birds, mammals, reptiles and amphibians. Identifying habitats for different animal groups.</p>
Year 2	<p><b>Land Ahoy!</b> Identify and compare the suitability of a variety of every day materials. Explore how shapes of solids made materials can be changed by squashing, bending, twisting and stretching. Links to DT, suitability of material to make a 3D bridge.</p>	<p><b>Pride of place</b> Bulb watch - observe and describe how seeds and plants grow into mature plants. Investigation – dissolving candy canes in various liquids.</p>	<p><b>Where in the world is Mrs Armitage?</b> Investigation – How far do different vehicles travel down a ramp? Bulb watch – ongoing. Materials – looking at water-proof.</p>	<p><b>The ugly bug ball</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and that they depend on each other – school environment. Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Describe how animals obtain their food from plants and other animals and food chains. Notice that animals, including humans have offspring which grows into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance to humans of exercise, eating the right amounts of food and hygiene.</p>	<p><b>Oh!, I do like to be beside the seaside!</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and that they depend on each other – seaside environment.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
	Year 1	<p><i>Funnybones and Boughton Leigh the place to be</i></p> <p>Who is a Christian and what do they believe?</p> <p>Talk about the fact that Christians believe in God and follow the example of Jesus</p> <p>Recognise some Christian symbols and images used to express ideas about God</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures.</p> <p>Make links between what Jesus taught and what Christians believe and do.</p>		<p><i>Wonderful weather and Houses and homes</i></p> <p>What makes some places sacred?</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify special objects and symbols found in a place where people worship</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>Begin to be aware that some people regularly worship God in different ways and in different places</p>		<p><i>Water, Water everywhere! and Town and country Mouse</i></p> <p>What does it mean to belong to a faith community?</p> <p>Talk about what is special and of value about belonging to a group that is important to them</p> <p>Show an awareness that some people belong to different religions</p> <p>Recognise and name some special symbols of belonging from their own experience, for Christians and at least one other religion</p>
Year 2	<p><i>Land Ahoy! and Pride of place</i></p> <p>Who is a Muslim and What do they believe? Talk about the fact that Muslims believe in God (Allah) and follow the example of the prophet Muhammad Identify some ways Muslims mark Ramadan and celebrate Eid-UI-Fitr Re-tell a story about the life of the prophet Muhammad</p> <p>Recognise some objects used by Muslims and suggest why they are important Make links between what the Holy Qur’an says and how Muslims behave How and why do we celebrate special and sacred times?</p>		<p><i>Where in the world is Mrs Armitage?</i></p> <p>Who is Jewish and what do they believe?</p> <p>Re-tell a story about festival of Chanukah might think about God, suggesting what it means</p> <p>How and why do we celebrate special and sacred times?</p>	<p><i>The ugly bug ball</i></p> <p>What can we learn from sacred books?</p> <p>Talk about some of the stories that are used in religion and why people still read them</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>Re-tell stories from the Christian bible and stories from another faith</p> <p>Talk about issues of good and bad and right and wrong arising from the stories</p>		<p><i>Oh!, I do like to be beside the seaside!</i></p> <p>How should we care for others and the world, and why does it matter?</p> <p>Talk about how religions teach that people are valuable, giving simple examples</p> <p>Re-tell bible stories and stories from another faith about caring for others and the world</p> <p>Talk about issues of good and bad, rights and wrong arising from stories</p>